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<th>DAY 1</th>
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<td>Pretest &amp; Leadership Reflection</td>
<td>Young People’s Sexual and Reproductive Health</td>
<td>Experiential Leadership Outing</td>
<td>Communication and Public Speaking</td>
<td>Personal Development</td>
<td>Program Planning</td>
<td>Country SRHR Map Presentations</td>
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<td>Team Strengths</td>
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<td>Individual Leadership: Skills Profile</td>
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<td>Visionary Leadership</td>
<td>Young People’s Sexual and Reproductive Rights</td>
<td>Sexual Diversity</td>
<td>Visionary Leadership</td>
<td>Personal Development</td>
<td>Introduction to Institutional Strengths Analysis</td>
<td>Sexual and Reproductive Anatomy and Contraception</td>
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<tr>
<td>Daily Reflection &amp; Closing</td>
<td>Intro to Individual Leadership and Personal Development</td>
<td>Daily Closing</td>
<td>Introduction to Country SRHR Maps and SWOT Analysis</td>
<td>Next Steps</td>
<td>Daily Closing</td>
<td>Module Closing</td>
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<td>Work on Skills Profile</td>
<td>Work on Country SRHR Maps</td>
<td>Closing Dinner and Recognition Letters</td>
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LEARNING OUTCOMES: MODULE 1

Following this training module, participants will be able to do the following:

DAY 1

Welcome
- Name the GOJoven program policies.
- Explain their commitment to the program and to their country team.

Pre-Test and Leadership Reflection
- Complete a pretest that provides a baseline for their knowledge of and attitude toward sexual and reproductive health.

Team Strengths
- Identify the diversity, capacity, and leadership of the team.

Visionary Leadership
- Recognize their own leadership within the context of their own experience and learning.
- Create a personal and group vision of adolescent sexual and reproductive health in their country or community.

Daily Reflection & Closing
- Provide feedback to improve the trainings.
- Reflect on their experience and what they have learned.

DAY 2

Agreements and Feedback Process
- Explain the importance of feedback.

Young People’s Sexual and Reproductive Health
- Create 3 effective strategies to improve ASRH in their regions and/or communities.
- Explain 3 strategies to eliminate myths and taboos about ASRH.

Young People’s Sexual and Reproductive Rights
- Identify 3 sexual and reproductive rights and a strategy to promote SRHR in their community.
- Name 3 ways in which SRR are violated and 3 structures intended to protect them.

Introduction to Individual Leadership and Personal Development
- Describe the possible outcomes of the personal development process.
- Explain the steps needed to complete the Skills for Career And Life Effectiveness (SCALE®) Profile.

Scheduling Personal Development Meetings
- Schedule a personal meeting for feedback on their personal development plan.
**LEARNING OUTCOMES: MODULE 1**

**DAY 3**

**Daily Opening: Where Are We?**
- Explain the importance of feedback, recognizing how it can improve the program and that their contributions will make it better for those who come after them.

**Gender and Sexuality**
- Define gender and sexuality.
- Describe how our opinions and beliefs about gender influence our experience of sexuality.

**Sexual Diversity**
- Define the basic concepts of sexual diversity, including different sexual orientations and identities.
- Explain and question – including through artistic expression – their opinions about diverse sexualities and sexual rights.

**DAY 4**

**Experiential Leadership Outing**
- Engage in physical activities that let them overcome their individual limits, offer support to their peers, and practice team leadership.

**DAY 5**

**Communication and Public Speaking**
- Understand and apply the 4 components of an effective presentation: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.

**Individual Leadership: Skills Profile**
- Create a profile of leadership skills; identify their own leadership skill development needs.
- Prepare a personal development plan.

**Introduction to Country SRHR Maps and SWOT Analysis**
- Name the strengths, resources, needs, and challenges related to adolescent SRHR in their country.
- Identify the strengths, weaknesses, opportunities, and threats (SWOT) of the state of SRHR in their communities based on their research.
- Identify the internal strengths and weaknesses of their own Leadership Action Plan (LAP) groups.
- Identify the external threats and opportunities that exist for their LAP groups.
# LEARNING OUTCOMES: MODULE 1

## DAY 6

**Personal Development**
- Receive individual support and feedback on their personal development plan.
- Create a personal development plan using the Career Planning Workbook©.
- Process the necessary steps to complete their objectives and commit to completing them.

**Program Planning**
- Understand the basic elements of a planning cycle and a program plan.
- Apply the SMART model to the creation of an objective.

**Introduction to Institutional Strengths Analysis**
- Explain the steps needed to conduct an institutional strengths analysis in their organization.

## DAY 7

**Introduction to Leadership Action Plans**
- Understand how the LAPs fit into the GOJoven Program.
- Plan the next steps to begin their LAPs as a team.

**Personal Development Coaching Sessions**
- Give and receive feedback in individual coaching sessions with trainers.
- Recognize what some of their strengths and skills as a leader are.

**Sexual and Reproductive Anatomy & Contraception**
- Identify the main parts of male and female reproductive systems.
- Understand how pregnancy occurs and the days of a woman’s menstrual cycle during which she is more likely to get pregnant.
- Describe why sexually transmitted infections (STIs) are a serious problem facing many young people.
- Distinguish between barrier and non-barrier contraceptive methods.
LEARNING OUTCOMES: MODULE 1

DAY 8

Country SRHR Map Presentations
- Name the strengths, resources, needs, and challenges related to SRHR in their communities.
- Give and receive feedback on the SRHR map presentations.

Module Evaluation
- Provide their personal comments and feedback on the GOJoven Training.
- Reflect on and provide feedback on the quality of the components of the GOJoven program, sessions, and facilitators.

Next Steps
- List the activities they must do before the second training.

Module Closing
- Express their mutual appreciation and reflect on what they have learned.
Session 1: Welcome

Learning Outcomes | Participants will be able to:
- Name the GOJoven program policies.
- Explain their commitment to the program and to their country team.

**INSTRUCTIONS**

PART 1: WELCOME AND OBJECTIVE REVIEW (5 min)

1. Welcome participants to the session, explaining:
   - The GOJoven program aims to develop your capacity as leaders to create positive changes in adolescent sexual and reproductive health and rights (ASRHR) in your region.
   - You have each been selected because you bring a special talent to the team and to the program.

2. Describe the GOJoven Fellowship by reading the Mission and Objectives (boxed on the following page).

3. Introduce the training structure and process:
   - There are three 8-day modules, delivered over a year.
   - Each training module builds on the one before, so it is important to attend all of the trainings.
   - Between trainings, participants will share what they learn with others, practice their leadership skills, and design and implement their Leadership Action Plans (LAPs).

**TIME: 1 hour**

**SUPPLIES**
- Pens; Name tags; Flip charts; Markers; Feedback cards; Binders; Paperwork; Logistics box; Stickers for name tags so participants will know which of 4 groups they are in (for example: 4 different colors or animals; divide the total number of participants by 4 to know how many of each sticker to use).

**TRAINING TOOLS**
- Worksheet: Individual and Institutional Commitment Forms
- Handout: Logistics Guide (5 more than the number of participants)
- Handout: GOJoven Regulations and Policies

**PREPARATION**

Materials/Room:
- Prepare name tags/stickers.
- Write agenda, learning outcomes, and “Parking Lot” on flip charts.
- Prepare and put out the logistics box.
- Set up chairs and/or tables in a suitable configuration.

Trainer:
- Create and distribute participant binder to each participant, which includes: training matrix and agendas, handouts, supplementary readings and resources that you have identified on the training topics.
- Distribute markers, pens, and feedback cards for each participant.

Training Tip:
- Revise activities as needed if you are adapting it for another group.
GOJoven Mission:
GOJoven works to advance adolescent sexual and reproductive health and rights programs, policies, and outcomes by supporting the next generation of young leaders and building the capacity of local organizations.

GOJoven Objectives:
Through an Institutional Strengthening (IS) process, the Public Health Institute (PHI) increases the capacity of pivotal local organizations to support adolescent sexual and reproductive health and rights (ASRHR) and grow youth leadership. GOJoven provides local organizations with technical assistance, training, and institutional support to increase their effectiveness in advancing ASRHR and youth engagement in the region. Through the fellowship element of the program, GOJoven builds the capacity of young leaders to advance the field of ASRHR. Each year, PHI selects multi-disciplinary and multi-sectoral country teams of participants who have the vision, commitment, and leadership capacity to improve ASRHR programs, policies, and outcomes in their communities, countries, and throughout the region.

PART 2: ICEBREAKER (10 min)

4 Introduce the activity, explaining:
- Once again, welcome to GOJoven. During our training sessions we strive to create an atmosphere that is conducive to sharing, challenging, learning, and fun. We are aware that all of you bring a treasure trove of skills, talents, and ideas and we hope that you will share them with all of us as we move through this training.

5 Divide the group into pairs, and give participants a few minutes to share their name and something interesting that happened on their way to the training.

6 After a few minutes, ask participants to switch so the other person can share.

PART 3: REVIEW PARTICIPANT MATERIALS (15 min)

7 Direct participants’ attention to the participant binders, and guide them through each section explaining what each item is for and when they will use it:
- These materials will add to your learning. Try to read the articles in the binder before that day’s session.

8 Read aloud the program policies, individual commitment form, and institutional commitment form. Then explain:
- Sign the individual commitment form after reading it.
- The institutional commitments are important - at least 1 year of training and 1 year of implementing the LAP.
- Answer questions and discuss any concerns.
PART 4: GROUP DISCUSSION AND AGREEMENTS (10 min)

9 Read the learning outcomes, answer questions, and introduce the activity:
   - GOJoven is committed to creating a safe and comfortable space for learning and risk taking. This includes facilitating participant interactions and respectfully giving and receiving the group feedback from the logistics box (show the box and feedback cards).
   - Let’s brainstorm a list of agreements by which we will abide. [Record their responses on a flip chart, and probe for the following: respect; listening; openness; punctuality; confidentiality; only use cell phones/computers during breaks; to feel safe; to learn.]
   - Agreements are an important aspect of group commitment and that we can revisit them as needed.

Training Tip:
✓ Revisit the agreements mid-week and keep the list on flip chart paper to repost and discuss at future trainings.

PART 5: LOGISTICS AND DAILY AGENDA (10 min)

10 Review logistics for the week concerning hotel accommodations, reimbursements and the logistics box.

11 Answer questions and explain the Parking Lot:
   - When topics come up that we do not have time to address, I’ll write them on the “Parking Lot” flip chart.
   - I’ll review the themes and modify the agenda daily to include, as possible, the topics you request we address.

PART 6: EVALUATION AND QUESTIONS (10 min)

12 Explain the GOJoven evaluation process to participants:
   - We will use various methods to evaluate the program:
     - A suggestion box
     - Feedback cards
     - Informal feedback to trainers
     - Skill assessment tools like pre and post tests
     - Written evaluation forms
     - Focus groups
Dear Sir or Madam:

Congratulations! We are pleased to communicate that you have been selected to participate as a fellow in the Youth Leadership in Sexual and Reproductive Health Program (GOJoven) implemented by the Public Health Institute and financed by the Summit Foundation. The GOJoven Program seeks to strengthen leadership in sexual and reproductive health, in Spanish, for young people from Belize, Guatemala, Honduras, and Quintana Roo, México.

Your work and performance as a young leader in your country have impressed the GOJoven interviewing team and the Selection Panel. Upon reviewing your application and your interview, we have noticed your leadership skills, your commitment to advancing positive changes in youth sexual and reproductive health, your openness to new ideas, and your initiative to launch new projects. This is why we believe that you will be an excellent member of our program.

This year we have invited 18 new young fellows to participate (6 from each Spanish speaking country), chosen because of their extensive experience in leadership and their commitment to sexual and reproductive health. As you may remember, the GOJoven fellowship consists of a series of trainings throughout the year, and the implementation of an Action Plan in coordination with your country team for approximately 18 months.

Please consider the following dates so you can start planning your participation in the different program activities (keep in mind some dates are subject to changes).

- Regional training no. 1, approximately from DATE TO DATE
- Regional training no. 2, approximately from DATE TO DATE
- Regional training no. 3, approximately from DATE TO DATE
Individual and Institutional Commitment Forms

During the first training, you will start to create a Leadership Action Plan (LAP) in youth sexual and reproductive health, which will be implemented together with the other five fellow leaders from your country in a period of 18 months.

Please confirm via email at EMAIL before DATE, whether you agree or not to become a fellow in the GOJoven Program, and if you will be able to fully attend the four trainings and a national gathering that will take place during the fellowship year.

Your participation requires both personal and organizational commitment, therefore we are including a personal commitment letter (annexed below) and a letter of commitment for your organization/institution. Please send both letters properly signed to: Fax ####, addressed to NAME, TITLE, or scan and send them to EMAIL, with a copy to EMAIL. Confirmation of your attendance to the program depends on you sending these two important documents before Monday, DATE.

Also, we want to let you know that GOJoven YEAR Fellows are organizing an orientation activity for you and the other members of your selected team, we hope you can participate. This orientation will be an important opportunity to learn more about the GOJoven Program and for your integration into the youth leaders’ network. After your confirmation and your signed commitment letters are received, the YEAR Alumni Fellows will get directly in touch with you to let you know the details of the orientation activity.

Congratulations! We are sure that your participation in this program will add to your development as a leader and your professional success. Many thanks for your attention, and if you have any questions about the Program or the confirmation process, please reach NAME at #### or by mail at EMAIL.

Sincerely,

Executive Director            Head of the Board
INDIVIDUAL LETTER OF COMMITMENT

Between

[ORGANIZATION]

AND

Full name (please emphasize your surnames)

As a GOJoven Fellow, I confirm my willingness and ability to commit to the following:

1. I commit myself to acknowledging and making the most of my own potential as a leader, and to achieving positive changes in the area of sexual and reproductive health of youth and adolescents in my country. To attain this goal, I will develop my leadership skills, learn all that I can about youth and adolescent sexual and reproductive health, and devote energy, passion, and time to the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), as well as to my country’s team. I will share my knowledge and skills with my team, the other teams in the Program, my organization, and with other young people in my community.

2. I have permission in writing and the support of my organization or school* to fully participate in all of the GOJoven Program trainings, and in the implementation of a Leadership Action Plan** for my country within at least 18 months.

3. I will attend all trainings, which will take place in the following approximate dates and countries in Central America (please note that some dates are subject to change):
   Regional training no. 1, approximately from DATE TO DATE
   Regional training no. 2, approximately from DATE TO DATE
   Regional training no. 3, approximately from DATE TO DATE

4. I will attend all the programmed sessions and activities, and I will stay in the hotels and training venues with the entire group of participants.
WORKSHEET
Individual and Institutional Commitment Forms

5. I commit myself to participating in my country’s national GOJoven Fellows network, including my participation in network activities, communication and advocacy initiatives for youth sexual and reproductive health (SRH) and sexual and reproductive rights (SRR). I commit myself to create a regional support and communications network with GOJoven fellows from Guatemala, Honduras, Belize, and Quintana Roo, Mexico. I will use the Internet and participate in the communications network between GOJoven’s staff and GOJoven Fellows during at least 18 months, and I will, with my own resources, keep an active email account, to communicate via Internet during the duration of the program.

6. I will plan, execute and evaluate, together with my country team, a Leadership Action Plan in sexual and reproductive health, for 18 months. I will work with my team to implement this Action Plan. I will organize and participate in my group meetings and will carry out monthly activities with the other team members to implement this Action Plan and improve the sexual and reproductive health of adolescents and youth in my country.

7. I accept that the GOJoven Program will pay my transportation expenses by air or land both ways, food, lodging, passport expenses, and other necessary expenses (excess baggage, communications, etc.) during trainings and other activities.

8. I will respectfully comply with the GOJoven Program policies and will behave appropriately and professionally in all the program activities.

9. I will send the GOJoven Resource Team a mid-fellowship reflection about my leadership in sexual and reproductive health. Together with my team, every six months I will send the Resource Team a summary of the activities we have carried out for the Leadership Action Plan. I will participate in the necessary activities to monitor, follow-up and evaluate the Program’s success.

10. Every year I will support the orientation of new GOJoven Fellows, before they start the GOJoven Program, with yearly meetings with the chosen candidates to become GOJoven Fellows.

11. I will participate in the GOJoven Personal and Professional Development Process, which will be supported by a personal development fund, and I will send applications and report the results of my professional activities.

Date: ________________________________

Applicant Name: ________________________________
WORKSHEET
Individual and Institutional Commitment Forms

Applicant’s Signature: ________________________________________________

Supervisor’s Name: ________________________________________________

Supervisor’s Position: ______________________________________________

Direct Phone Number: ______________________________________________

Email: ___________________________________________________________

Supervisor’s Signature: ______________________________________________

* It is our expectation that your organization will provide you with your salary while you attend the three regional trainings during the fellowship year.

** Leadership Action Plan is a strategic plan of collaborative actions focused on the sexual and reproductive health of youth and adolescents, that each country’s team will have created during the training process and implemented for 18 months. The team of Fellows will decide which results they want to achieve, the actions to achieve their goals, and the necessary evaluations to measure its effectiveness.
Dear Sir or Madam:

Congratulations! After a competitive process, we are pleased to inform you that NAME and your organization were selected to participate in the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), developed by the Public Health Institute and funded by the Summit Foundation.

This program focuses on training young leaders and strengthening local organizations in the area of sexual and reproductive health in Belize, Guatemala, Honduras, and Quintana Roo, Mexico, and has two main components:

1) Enhancing the vision, commitment, and leadership capacity of young leaders through a fellowship program.
2) Strengthening the capacity of local organizations to support young leaders in advancing positive changes in the short term in the areas of sexual and reproductive health.

It is mandatory for NAME to be able to participate, that (s)he has the support of the person who is authorized to approve of the fellow’s leave, as well as that of the institution; the annexed letter of commitment must be signed and sent to us at fax #### in the USA addressed to NAME, TITLE, or scanned and sent to EMAIL before DATE.

Many thanks for your attention, and if you have any questions about the Program or the process, please reach the GOJoven Staff member, NAME, at #### or by email at EMAIL. You may find further information about the Program on our web page.

Sincerely,

Executive Director
Head of the Board
INSTITUTIONAL LETTER OF COMMITMENT
Between

[ORGANIZATION]

AND

Name of the institution or organization

Since _____________________, who works for my institution, has been chosen as a GOJoven Fellow to participate in the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), I hereby confirm my willingness and capacity as Director to commit to the following:

1. To give the fellow my full support as Director for his/her participation in the GOJoven Program, which includes 3 eight-day trainings in countries of Central America, team meetings to work on the Leadership Action Plan*, a one-day orientation, a personal and professional development process, and other activities concerning the GOJoven program; for 18 months.

2. To grant the necessary authorizations for the GOJoven Fellow to leave the organization or institution during the various program activities (keep in mind that some dates are subject to change).
   
   Regional Training no. 1, approximately from DATE to DATE
   Regional Training no. 2, approximately from DATE to DATE
   Regional Training no. 3, approximately from DATE to DATE

3. To recognize which representatives from my organizations have the opportunity to participate in the institutional strengthening process that GOJoven is implementing to improve my organization’s capability to promote youth and adolescents sexual and reproductive health.

Date: __________________________________________________________

Supervisor’s Name: _______________________________________________

______________________________
WORKSHEET
Individual and Institutional Commitment Forms

Supervisor’s Position: ____________________________________________

Telephone: ____________________________________________________

Email: ________________________________________________________

Supervisor’s Signature: _________________________________________
Welcome to this [year] GOJoven Regional Workshop #[X], organized by the GOJoven Program team! We are happy to share with you; we will do our best so that your experiences in this workshop are positive and memorable for your personal and professional growth. This document has been created to inform you about the training and logistics during your stay in this workshop.

LOGISTICS BOX

In the training room, there will be a box available, labeled “LOGISTICS BOX”, in which you may deposit:
1. The envelope with your reimbursement form, duly completed and with the corresponding receipts/invoices;
2. Questions and suggestions about the workshop;
3. The feedback cards; and
4. The medical sheet, duly completed, “only in case you wish to update information”.

REIMBURSEMENTS AND TRAVEL EXPENSES

[Note: Trainer to update according to their own policies]

To be able to reimburse your expenses, we kindly remind you to request, keep, and bring with you, all your original receipts or payment slips so we can reimburse your expenses. Please include all expenses made during your travel both ways (round trip).

Each fellow will receive USD$5.00 per effective workshop day, to cover his/her incidental or additional expenses (such as phone calls, Internet use, etc.).

Hotel stay includes breakfast, lunch, dinner, and snack/afternoon snack during training. All transportations and meals scheduled during the workshop are organized by the GOJoven Resource Team.

The deadline to present your reimbursement form (including your invoices, receipts, or payment slips), is [date], at [time]. For inquiries about your reimbursement, you can reach [name of facilitator and/or person in charge of logistics].

We have included several “Miscellaneous Receipts”, to be used for expenses you make and for which you do not get an official invoice or receipt (for better backing, ask the service provider to sign the receipt). For further information about your reimbursement, please read your “Reimbursements Guide” thoroughly.
Phone calls
- During the workshop days, if you need to make phone calls, use Internet, or make other communication expenses, you can pay it with the $5.00 dollars you will be given for incidentals.
- If you decide to make phone calls from the hotel, you will need to pay for them yourself.

Sending and receiving FAX
If you wish to send or receive a fax to/from your organization, you may do it at the hotel. The fax number is: [number], there is no charge for receiving; sending from the hotel will have a cost per minute according to the fees as described before (charges must be paid by you).

Scanned documents
If you need to scan a document, we will gladly help you with the process. We ask that you bring us the document and your USB memory to upload it.

Email and Internet
[Note: Trainer to update according to the hotel being used]
The hotel has Wi-Fi service, if you bring your laptop with Wi-Fi capability, you may use it free of charge in the training room. If you need the service in your room or in the lobby, the hotel has a $[XX] fee per day, which you will need to pay for yourself.

Communication in cases of Emergency
We recommend that you share this information with your family before traveling so that they can get in touch with you. They can use the hotel number [phone number] 24 hours to leave you a message (only in emergencies can they ask for you to be located in the training room).
- They can also reach the facilitator and/or person in charge of logistics, [name], at [email] and [phone number].
HANDOUT

Logistics Guide

IDENTIFICATION DOCUMENTS (PASSPORTS OR CARDS)

It is essential that you bring with yourself your passport and identification documents, in case of an emergency.

LODGING

During the training, you will be staying at: [hotel name, address, phone number, email].
For further information, you may visit the webpage: [link to hotel website].

TRANSPORTATION SERVICES

For transportation, we try to have as much security as possible for the group. If you wish to travel to someplace not included by the organizing team, expenses will be paid by you and you must request permission from the GOJoven director.
If you have any questions about your transportation route and itinerary, you may directly ask the person in charge of logistics: [name and contact information].
It is mandatory that you attend all training sessions, and we ask that you be punctual.

MEDICAL EMERGENCIES

During the training, GOJoven has a basic medicine and emergency kit (Tylenol, gauze, ibuprofen, etc.) that you may ask the Resource Ream for. Keep in mind that we do not have any kind of antibiotics since these must usually be prescribed by a medic. If you suffer from any chronic ailment, do not forget your medications that you take to manage your condition usually.

OTHER RECOMMENDATIONS

1. Before traveling, you should share the logistics information with your country team and make sure the entire team has the same information.
2. Before traveling, you should share contact information for the training center with your family (including phone numbers and address).
3. Do not forget your travel documentation; most importantly, your passport.
4. You should have with you a printed copy of phone numbers for the bus line and your team, parking spot address; and if you bought your tickets beforehand, don’t forget to bring your receipts.
5. We recommend that each country team designate a meeting point to start the trip.
6. The team must be at the airport at least 2 hours before the flight departure time; you must arrive punctually at the airport.
7. The team must be at the bus station at least half an hour before departure. This time is necessary to check your travel documents and luggage.

8. When going through Immigration, please make sure that all stamps and permission dates are included in your passports and corresponding authorizations.

9. Have some extra money with you in case of emergency. You can carry approximately USD$40 in case you need to pay airport taxes upon entering or leaving the country.

10. The weather where the workshop will take place is quite variable; usually, the temperature is around [X] degrees Celsius, and since it is [season], bring appropriate attire for the weather with you.

11. We suggest that you bring, as additional clothes, “tennis” or shoes fit for walking, swimming trunks, shorts, and/or a bathing suit. This will be particularly important to participate in the experiential leadership outing.

GOJoven Resource Team
Participation in trainings

- GOJoven fellows must attend all trainings unless given prior official authorization by PHI.
- If a GOJoven Fellow misses more than one training, he/she will lose the opportunity to continue as a GOJoven Fellow, unless his/her absence is due to an emergency and has been authorized by PHI.
- PHI may grant permission for fellows to skip training sessions in cases of personal or immediate family medical emergency.
- If GOJoven Fellows skip a day of training without prior notice, PHI may ask for them to be removed from said training.
- If GOJoven Fellows need to leave training during a session or part of the day, they must request previous authorization from the Resource Team.
- If GOJoven Fellows wish to exit the training venue, they must do so in pairs or groups, for their safety.
- GOJoven Fellows must comply with the agreements that the GOJoven Fellows and the Resource Team develop.
- GOJoven Fellows must comply with the rules set by the training venue, as well as the laws of the country where the training is taking place.

Alcohol consumption by fellows and staff

- PHI will not provide alcoholic drinks to GOJoven Fellows or to the GOJoven Staff, save occasionally for some celebrations.
- If GOJoven Fellows or staff wish to drink alcohol, it must be done in a moderate and responsible way, and on their own account.
- If a GOJoven Fellow drinks too much alcohol and in consequence is unable to attend the activities or arrives late to a training, this could result in his/her/their removal from the program.

Bringing relatives and other external people to the course for staff and fellows

- It is not allowed for fellows or the Program staff to leave the training venue with external or unknown people, or to invite them into the hotel or hotel rooms.
- GOJoven Fellows are not allowed to bring their relatives to the training venues except in special and pre-approved circumstances and with agreement to cover all additional costs. PHI may grant permission to invite their relatives, bosses, or coworkers to participate only in special events.
- The Resource Team is allowed to bring their relatives only with prior authorization by PHI and all expenses will be covered by the staff member who requests said authorization.

Travel expenses and reimbursements for fellows and staff

- PHI is responsible for reimbursing GOJoven Fellows and staff all the necessary and valid expenses they made to participate in GOJoven. It is the responsibility of each GOJoven Fellow or staff member to provide official receipts and invoices to account for his or her expenses.
They will receive an amount of USD $5.00 per training day for incidental expenses. Meals taken during travel will also be reimbursed and must be justified presenting receipts or invoices.

All personal phone calls made by GOJoven Fellows and staff will be paid by themselves.

**Relationships between staff and GOJoven Fellows**

- No kind of romantic or sexual relationship between GOJoven Fellows and members of the GOJoven Resource Team is allowed (including independent consultants and local staff).
- Any romantic or sexual liaison between a member of the Resource Team and a GOJoven Fellow will result in the immediate dismissal from employment and the end of a consultant agreement and total termination of all benefits attached to GOJoven.
- The Resource Team will treat all GOJoven Fellows equally.
- There will be no meetings between any members of the Resource Team and less than two GOJoven Fellows at a time in a private space.

**Policies of the Leadership Action Plans (LAP).**

- All GOJoven Fellows must actively participate in all stages of the LAP (creation, implementation, evaluation, reporting).

**Reasons for which GOJoven Fellows may be uninvited to participate in GOJoven include, among others:**

- Possessing or being under the influence of illegal drugs during trainings or events related to GOJoven.
- Attending a GOJoven activity inebriated or arriving late to a session because he/she/they drank too much.
- Failing to fulfill the tasks concerning the country team’s work, or in the program trainings.
- Missing one of the program trainings or arriving late to a training without notice or prior authorization.
- Failing to actively participate or do collaborative work in group during trainings or in he/she/they country team during the months between trainings.
- Having an intimate or sexual relationship with a member of the Resource Team.
- Participating in any action or situation which results in a major disagreement or disruption to the GOJoven program or the fellows cohort (for example, disrespecting another participant, a member of the Resource Team, or physically assaulting another person).
- Bringing an external person to the training into a hotel or hotel room.
- Disrespecting a facilitator, member of the Resource Team, another GOJoven Fellow, or the hotel staff.
Session 2: Pre-test and Leadership Reflection

Learning Outcomes | Participants will be able to:
- Complete a pretest that provides a baseline for their knowledge of and attitude toward sexual and reproductive health.

**TIME: 45 minutes**

**SUPPLIES**
- Pens/pencils for each participant

**TRAINING TOOLS**
- Worksheet: Pre-test
- Worksheet: Personal Definition of Leadership (Module 1)

**PREPARATION**

Materials/Room:
- Have copies of the pre-test forms ready, with one for each participant.
- Prepare the worksheet on personal definition of leadership (specific to Module 1), and bring one copy per participant.
- Write learning outcome on flip chart.

Trainer:
- Review the pre-test before the session to ensure you have basic knowledge of the questions.

**INSTRUCTIONS**

**PART 1: PRE-TEST (35 min)**

1. Read aloud the learning outcome and answer questions.
2. Distribute the pre-test and read aloud the following:
   - The pretest is an instrument of evaluation that helps the GOJoven Program to measure how well we are fulfilling our learning objectives. To assess the value that the GOJoven program adds in terms of sexual and reproductive health knowledge, attitudes, and beliefs, we will ask you to complete a written pretest at the beginning of the fellowship year. At the end of the last training, we will ask you to complete a written post-test.
   - This pretest is not graded in any way—we are not measuring your individual abilities or knowledge. We will not be able to match the answers of the pretest back to you as an individual. Answer the questions according to your knowledge and in the most complete manner possible, but do not worry if you do not know the answer. We will report back to you on the aggregated results when we get them, but there is no individual assessment of any kind resulting from this test. Thank you very much for your participation!

3. Explain how to label their pre-test anonymously:
   - Write a symbol or fake name at the top of the page.
   - Recall what you wrote so you can use it again on the post-test.

4. Then, inform the participants that:
   - You now have 30 minutes to complete the pre-test.
   - Someone will stay in the room to answer any questions that might come up during the test.
PART 2: LEADERSHIP REFLECTION (10 min)

5 Remind participants that leadership development is a central pillar of the GOJoven program, then read the following worksheet information:
   - We would like to know how your understanding and interpretation of leadership will develop over the coming year through your participation in the program and trainings.
   - We will ask you to write your personal definition of leadership in one or two short paragraphs.
   - This exercise will not be scored.
   - We ask for your name so that we can monitor how each Fellow’s thinking on this topic develops; we will maintain confidentiality of individual responses.

6 Distribute the worksheet and thank them in advance for participating. Give them the remainder of this 10-minute period to complete the worksheet.
Instructions: This instrument is a way for us to know your level of knowledge about the GOJoven topics, to create a program that meets your needs in regards to the information and knowledge that will help you become a powerful leader in sexual and reproductive health. There will be no individual assessment based on your performance. Please answer the questions based on your knowledge and in the most complete manner possible.

Thank you very much for your participation!

1. On a scale from 1 to 10 (in which 1 is the lowest and 10 the highest), rank your level of:

   Self-esteem: 1 2 3 4 5 6 7 8 9 10

   Leadership: 1 2 3 4 5 6 7 8 9 10

   Communication skills: 1 2 3 4 5 6 7 8 9 10

   Teamwork skills: 1 2 3 4 5 6 7 8 9 10

   Group facilitation skills: 1 2 3 4 5 6 7 8 9 10

   Ability to solve conflicts: 1 2 3 4 5 6 7 8 9 10

   Participation in advocacy processes: 1 2 3 4 5 6 7 8 9 10

I. True/False

Please choose “true” or “false” for each statement.

1. A person who has never had intercourse can acquire HIV.
   □ True  □ False
WORKSHEET
Pre-Test

2. Homosexuality is a mental illness.
   - True  - False

3. Communities are responsible for making sure that their youth don’t have sex before marriage.
   - True  - False

4. The Intrauterine Device (IUD) is a barrier method of contraception.
   - True  - False

5. A person who is biologically male can identify as female.
   - True  - False

6. A homosexual person chooses his or her sexual orientation.
   - True  - False

7. All contraceptive methods that protect you from sexually transmitted infections (STIs) have to be applied at the time of sexual intercourse.
   - True  - False

8. Machismo is a social construct that can be prevented.
   - True  - False

9. When a sexual act is voluntary, that means the person is consenting.
   - True  - False

10. I have the ability to improve other people’s self-esteem.
    - True  - False

11. Unplanned pregnancy is one of the most preventable causes of maternal mortality.
    - True  - False

12. Religious leaders are incapable of violating sexual and reproductive rights.
    - True  - False
WORKSHEET

Pre-Test

II. Definitions

*Briefly define each word.*

13. What is HIV?
   - H __________________________________________________________________________
   - I ___________________________________________________________________________
   - V ___________________________________________________________________________

14. What is AIDS?
   - A ___________________________________________________________________________
   - I ___________________________________________________________________________
   - D ___________________________________________________________________________
   - S ___________________________________________________________________________

15. The definition of *ethics* is: ______________________________________________________________________________________________________
    ________________________________________________________________________________
    ________________________________________________________________________________.

III. Multiple choice

*Circle the most correct answer.*

16. The definition of culture includes all of the following *except*:
   a) values
   b) attitudes
   c) a person’s hair color
   d) symbols
   e) expectations

17. The function of the testicles is:
   a) To produce sperm and some sexual hormones.
   b) To store the urine after it goes through the bladder.
c) To store the semen before ejaculating.
d) To produce and store eggs.

18. A woman has the greatest likelihood of getting pregnant during:
a) Days 1-7 of her menstrual cycle.
b) Days 8-19 of her menstrual cycle.
c) Days 20-28 of her menstrual cycle.
d) The probability is the same throughout her entire menstrual cycle.

19. Fallopian tubes are:
a) A woman’s labia majora.
b) The thin tubes that the egg goes through from the ovaries to the uterus.
c) Afro-Cuban musical instruments.
d) The ducts that connect a man’s bladder with his urethra.

20. Typically, antiretroviral treatment is used for:
a) Suppressing the virus that causes AIDS.
b) Curing HIV/AIDS.
c) Managing the symptoms of herpes simplex virus.
d) Solving erectile dysfunction problems in men.

For the following questions, one or more answers may be selected.

21. Of the following contraceptive methods, circle all that are barrier methods:
a) Female condoms
b) The pill
c) The intrauterine device (IUD)
d) Vasectomy
e) Implants
f) Birth control injections
g) Male condoms
h) The diaphragm
22. Circle all the possible ways of contracting HIV:
   a) Sharing injection needles with a person who is HIV positive.
   b) Drinking the breastmilk of a woman with HIV.
   c) French kissing with a person with HIV.
   d) During childbirth, a baby can contract HIV from a mother who has HIV.

23. Which of the following phrases is not a myth?
   a) Only commercial sex workers get HIV.
   b) Heterosexual people are never HIV positive.
   c) It's possible to be a virgin and be HIV positive.
   d) HIV can be cured by having sex with a virgin.

24. In general, on a global level, women that have the least access to safe abortion are:
   a) Women in developed countries.
   b) Women in countries where abortion is legal.
   c) Poor women.
   d) Women with a higher income level.

25. Circle below the criteria that are necessary for a well-written objective for a project:
   a) Specific
   b) Measurable
   c) Appropriate
   d) Realistic
   e) Affordable

26. You should conduct project/program evaluation:
   a) Before implementation begins.
   b) During project/program implementation.
   c) At the end of the implementation.
   d) Before, during and after the project implementation.

27. Circle all of the factors below which represent an obstacle to condom use
   a) Sexism
   b) Myths and taboos surrounding sexuality
c) Power differences within a couple  
d) The portrayal of sexuality in the media

28. Circle the situation or situations in which a PowerPoint presentation would be appropriate:  
a) Discussion of forms of homophobia in your community with a small group of young students.  
b) A press conference about a new sexuality education program that’s going to be implemented in all the schools in the municipality.  
c) A presentation to local clinic directors emphasizing the importance of screening for domestic violence.

29. Under what circumstances do you think abortion should be legal?  
a) Under no circumstance  
b) Only when the mother’s life is at risk  
c) Before the third trimester  
d) It’s a personal decision and there should be no restrictions.

IV. Labeling and matching  
*Label the diagrams or match the words according to the instructions.*

30. Label the parts of the male reproductive system *and* draw a star in the place where sperm is produced:

- Bladder
- Epididymis
- A
- B
- C
- D
- E
- F
31. Label the parts of the female reproductive system and draw a star in the place where a properly inserted IUD should go.

32. Please connect each part of a logical framework with its corresponding example:

<table>
<thead>
<tr>
<th>Parts of the logical framework</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>A year from now, 80% of students in all schools in my municipality will know how to use a condom.</td>
</tr>
<tr>
<td>Activities</td>
<td>3 enthusiastic employees</td>
</tr>
<tr>
<td>Objectives</td>
<td>Employees will work with school principals to implement a comprehensive sexuality education program.</td>
</tr>
<tr>
<td>Goals</td>
<td>Teen pregnancy rate will decrease by 15% in the next five years in my municipality.</td>
</tr>
</tbody>
</table>
33. Mark all the STIs for which there is not a cure:
   - □ Syphilis
   - □ Chancre sores (Chancroid)
   - □ HPV: Human Papillomavirus
   - □ Hepatitis B
   - □ Genital Herpes
   - □ Gonorrhea
   - □ Chlamydia
   - □ Trichomoniasis (protozoan infection)
   - □ HIV/AIDS

V. Brief Responses

Briefly complete the following statements.

34. The window period for a person to know if they are reactive to HIV via an HIV test is ________ months.

35. The three most important elements to consider when preparing a training are:
   1. ______________________________________________
   2. ______________________________________________
   3. ______________________________________________

36. One element in my culture that can harm some peoples’ sexual and reproductive health (SRH) is:
    ________________________________________________

37. One element in my culture that can protect some peoples’ SRH is:
    ________________________________________________

38. One public policy or law related to the SRH of youth in my country is:
    ________________________________________________
WORKSHEET

Pre-Test

39. In my country, ______________________ (write the name of your country), the rate of new HIV infections is around ________.

40. If I were teaching comprehensive sex education and a religious person criticized me, I would tell them:
“__________________________________________________________________________
__________________________________________________________________________”

41. Describe a strategy to debunk myths or taboos surrounding youth SRH in your country:
__________________________________________________________________________
__________________________________________________________________________

42. What is sex, what is gender, and what is the difference between them?

<table>
<thead>
<tr>
<th>Sex is:</th>
<th>Gender is:</th>
<th>The difference is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43. Three components of effective communication are:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

44. The key steps in the planning cycle are:
1. Assessing the needs
2. Developing goals and objectives
3. ____________________________________________
4. Activities
5. ____________________________________________
45. Name all the contraceptive methods that provide protection against STIs:
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________

46. What are the three things you must keep in mind when planning the budget for a program?
   1. ____________________________________
   2. ____________________________________
   3. ____________________________________

47. Briefly describe a type of violence, its effect on the victim’s and/or the aggressor’s SRH, and a possible prevention strategy:

<table>
<thead>
<tr>
<th>Description of violence</th>
<th>Its effect on the SRH of those involved</th>
<th>Prevention strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48. In one or two words, what do you value about yourself?
   ___________________________      ___________________________

49. I think that abortion is: _____________________________________________. 

50. Name three strategies for using the media to achieve SRH advocacy objectives:
   1. _________________________________________________________________
   2. _________________________________________________________________
   3. _________________________________________________________________

51. Who holds more responsibility regarding sexual and reproductive decisions: men, women, or both? Why?

52. What are the biggest obstacles that youth face regarding contraceptive use?
Dear GOJoven Fellow:

Leadership development is a central pillar of the GOJoven Program. We would like to know how your understanding and interpretation of leadership will develop over the coming year through your participation in the program and trainings. Please write your personal definition of leadership below, in one or two short paragraphs. We ask for your name so that we can monitor how each Fellow’s thinking on this topic develops. The Resource Team will maintain the confidentiality of individual responses and we will not use individual names on any other activities.

Thank you for your effort and collaboration.

GOJoven Resource Team

Please write your personal definition of leadership in one or two short paragraphs:
What is leadership?

Please write your name: ___________________________
MODULE 1
DAY 1

Session 3: Team Strengths

Learning Outcomes | Participants will be able to:
• Identify the diversity, capacity, and leadership of the team.

TIME: 3 hours

SUPPLIES
○ Note cards 3x5 inch (7.6x12.7 cm); Pens; Flip chart paper; Construction paper; Masking tape; Thick books (2 - 3 per team)

TRAINING TOOLS
○ Handout: The Planning Cycle

PREPARATION
Materials/Room:
○ Write learning outcome on flipchart and make copies of the handout.

Trainer:
○ Inform the group that although they are working as teams, this is not a competition but rather an exercise that provides the opportunity for different approaches and ideas.

INSTRUCTIONS

PART 1: OPENING (25 min)

1 Open the session, explaining:
  ▪ You all have a lot to contribute and learn, and we need to recognize, respect, and use our talents.
  ▪ You all have diverse experiences such as different ethnicities, languages, studies, interests, abilities, and stories.
  ▪ As such, we want to emphasize the importance of safe risk-taking for personal growth and development.

PART 2: RESPECT AND CONGRUENCE (30 min)

2 Introduce the activity, saying:
  ▪ We use many terms in our work, family, and social lives and we may not stop to examine what they really mean for us.
  ▪ We are now going to take a look at two such words and see how they apply to what we are doing.

3 Pass notecards out to participants, and explain:
  ▪ You’ll have five minutes to define “respect” on one side of this card and “congruence” on the other.

4 After five minutes, split participants into groups of five:
  ▪ Please share your definitions of each term with the group.
  ▪ Discuss these definitions and create a shared definition. Please write it on a flip chart. You’ll have 10 minutes.

5 After 10 minutes, ask each group to present their definition and discuss the similarities, differences, and any questions.

6 Explain the of boxed concepts on the next page, asking:
  ▪ Why are respect and congruence important for leadership?
  ▪ What are some examples of both of these in personal leadership? (Probe for building a positive reputation, avoiding criticism, being a role model of ethical and transparent leadership.)
Respect is:
• To admire (someone or something) deeply, as a result of their abilities, qualities, or achievements.
• To treat people as you expect to be treated.
• To show consideration for another’s feelings and interests.
• An attitude demonstrating that you value another person.

Congruence is:
• Behaving in a way in which your values and your actions match.
• Honesty, authenticity, and integrity.
• Giving time and energy to things you say are important to you.
• Congruence between values and actions applies not just to what you do, but how you do it.

Build on participant’s answers, mentioning:
 The importance of charisma in leadership
 The ways in which leadership can be positive (ex: Gandhi)
 The ways in which leadership can be negative (ex: Hitler)
 The role of values and ethics in leadership

End the session by referring back to the list of agreements brainstormed in today’s first session.

PART 3: LEGACY (50 min)

Introduce this activity by saying:
 We will be learning about the group and ourselves by writing obituaries. An obituary is a notice or announcement of a person’s death, often with a short account of their life. Obituaries often appear in newspapers.

Begin the activity by having participants to imagine that it is 70 years from now and they are going to die. Ask them:
 What would you like your obituary to look like?
 What would you like to be remembered for and what would you like to leave behind?

Give participants 10 minutes to write their obituary, answering the following questions:
 What have you accomplished in your life?
 What are your strengths?
 How will you be remembered?
 What is your legacy?

Then, split participants into groups of 3–4 to read aloud their obituary while the others practice active listening.

When finished, tell participants to post their obituaries on flip charts, and invite them to share with the group what they learned about themselves and/or their teammates.

PART 4: HUMAN KNOT (10 min)

Tell participants they will now play a game that will get them to move and work together. Have them form a circle and close their eyes, then instruct them:
 Stick your right hand in the circle and grab someone’s hand.
 Stick your left hand in the circle and grab someone else’s hand. [Note: the same two people cannot be holding each other’s hands, so make any necessary changes.]

Now, ask them to open their eyes and unravel the knot without letting go of each other’s hands.
Close the activity by asking participants what they learned about teamwork and communication.

Add to or expand on the following points:
- Some things look impossible, but they are not.
- Each person had a different opinion about how to unravel it.
- It took different strategies from different people to unravel.
- While easy for some, it took others the whole session.
- It is important to listen to different suggestions, and not to only follow the instructions of one person or small group.
- Everyone has something to contribute to problem solving.

PART 5: TEAM BUILDING (1 hour)

Ask the group to think about a team they admire—soccer, basketball, dance troupe, etc.
- What are some of the things you admire about the team?
- How do you think they accomplished these things?
- What are some important things to know about teamwork?

Split the group into country teams, explaining that they will have 10 minutes to use paper and tape to build a structure capable of supporting the weight of two heavy books.

Then, bring the full group together to discuss the process and learning (10 minutes):
- What did they notice?
- What was surprising?
- Were they successful?
- What did they learn from the process?
- How did they work as a group?
- Was everyone’s voice heard?

Explain that GOJoven uses what is learned from evaluation to improve the process, so they will try this activity again. Have them return to their teams and take 20 minutes to repeat the activity, this time with one heavy book.

After 20 minutes, bring the group together and ask:
- How was this experience different?
- Was the second time easier? Why?
- How did changing the goal (1 book) affect it?
- Did having more time change the experience?
- What else did you notice?

Distribute the Planning Cycle handout and emphasize the importance of planning and having an achievable goal and the necessary resources.

Invite the teams to tour each other’s structures, advising that one team member stay behind to explain: 1) what worked, 2) what was challenging, and 3) what they learned about collective leadership.

Training Tip:
- If you don’t have time to make a second structure, ask: How do you think the following would impact what you built?
  - Clear goal-setting,
  - Advance planning,
  - Having more time,
  - Including additional resources
The Planning Cycle

- Monitoring and Evaluation
- Needs Assessment
- Activities
- Goals
- Objectives
Session 4: Visionary Leadership

Learning Outcomes | Participants will be able to:
• Recognize their own leadership within the context of their own experience and learning.
• Create a personal and group vision of adolescent sexual and reproductive health in their country or community.

INSTRUCTIONS

PART 1: LEADERSHIP (35 min)
1 Introduce the activity, saying:
   ▪ We sometimes hear the word ‘visionary’ to describe people who are ahead of their time, or who imagine something that does not yet exist. Similarly, visionary leaders are able to communicate their vision very effectively to their followers.
   ▪ We will now explore different components of visionary leadership to see how we can apply them to ourselves.

2 Distribute note cards to participants, and explain:
   ▪ Take five minutes to reflect and write your answer to this question: What have I learned or heard about leadership?

3 After five minutes, divide the group into country teams and give each group a flip chart, then:
   ▪ Share the key points from your reflection, and make a list of what you believe leadership to be. List individual points or select the top 10 points as a group.
   ▪ Select one group member to share out.

4 After 15 minutes, bring the groups together and have the selected participants share their lists.

5 Close the activity, asking:
   ▪ What were your reactions to this process and to the lists?
6 Refer them to *The Seven Habits* book and articles on visionary leadership for further learning.

**PART 2: VISION, PERSONAL HISTORY, & LEADERSHIP (30 min)**

7 Introduce the activity, explaining:
   - In order for us to learn, we need to take time to practice. This can involve many different activities.

8 Pass out index cards and ask participants to write their name on one side.
   - We will now explore our personal leadership history.
   - Please write an example, that you are willing to share, of leadership from a personal, work, or community event on the other side of the card. You’ll have 10 minutes.

9 After 10 minutes, have the participants pass their note cards to the left.
   - Please read this card, and underline the words you think describe the author as a leader.

10 Hang up two flip charts while the cards are being passed around. Once the cards have been passed around 4 or 5 times, return them to their author, explaining:
   - Compile a brief list of words that define your style of leadership. One by one, come to the front to add your words to the flip charts.
   - Take a moment to reflect on the words and note which words are repeated.

11 Ask participants:
   - What makes leaders act? [Probe for: leaders act because they see that something needs to change.]
   - This "seeing" is what we call “vision”.

12 Ask the group to define “vision” and capture these ideas on the flip chart. If not mentioned, add:
   - Ideas
   - Positive change
   - Improving things for self and for others
   - Opportunity (right place, right time)
   - A dream or direction that you share with others convince them to follow
   - Reflected in your actions, beliefs, values and goals
   - What you want to create for you and the world around you

13 Review the samples of vision statements that fit with the participants’ cultural context (instructions included in Trainer Preparation).

**PART 3: BRAINSTORMING VISIONARY LEADERS (40 min)**

14 Introduce the activity, explaining:
   - We will now explore visionary leaders by brainstorming in small groups. Brainstorming is a way to share a broad range of ideas on a theme. There is no right answer—the goal is to hear many perspectives in a short amount of time.

15 Divide participants into country teams to list visionary leaders in their countries on a flipchart, explaining:
   - These can be globally recognized political and humanitarian leaders, or national or local leaders.
   - Please include a few that work on SRHR, if you can.
   - Next to each name, note how these people use visionary leadership and what lead them to take a leadership role.

16 After 10 minutes, bring the group together and ask (writing answers on a flipchart):
Why is visionary leadership important to create long-lasting change in SRHR in their communities and countries, especially for adolescents?
What characteristics make someone a visionary leader?

17 Review the responses as a group.

PART 4: CREATING PERSONAL AND GROUP VISIONS (1.5 hours)

18 Introduce the activity:
- After looking at the characteristics of our own leadership and the visionary leadership of people around us, we will now write down our personal vision and a group vision.

19 Read the following examples of a group vision:
- GOJoven: Our vision is young leaders promoting and protecting human rights everywhere.
- Public Health Institute (PHI): Healthy communities where individuals reach their highest potential.

20 Discuss how to write a personal vision statement:
- When writing a personal vision statement, ask yourself the following:
  - What is most important to you and why?
  - What kinds of changes would you like to see in the world around you?
  - How will these changes affect other people?
- This statement is written in the present tense and includes many themes (physical, intellectual, social, spiritual, emotional, career). It is a picture of how you see yourself.
- Similarly, a group vision statement is a picture of how the group sees itself, what it wants to achieve, and the larger impact it wants to have.

21 Hand out index cards to participants, saying:
- For the next five minutes, write down one vision for yourself on one side of the card. After, we’ll write one for your country team, on the other side of the card. Be sure to use the elements we identified.

22 After five minutes, remind them to switch themes/sides.

Section B: Active Listening to Visions (20 min)

23 Distribute the Active Listening handout, and say:
- Now you will share what you wrote with a partner using a method called active listening.
- Active listening involves one person listening to another and then responding using techniques such as paraphrasing.
- Paraphrasing occurs when the listener restates what has been said in order to show empathy and understanding.

24 Break the group into pairs, preferably with people outside of their country teams, and explain:
- Each person will spend three minutes sharing their personal vision, following these guidelines:
  - First, one person talks while the other actively listens without saying anything; you may make gestures, nod, or say “mhmm”, but do not ask questions or interrupt.
  - Then, the second person talks while the other listens.
  - When each speaker is finished, the listener will paraphrase what he or she has heard.
25 After three minutes, remind the teams to switch.

Training Tip:
✓ The challenge with not having others speak is that participants may not indicate when the 3 minutes is up—either the trainer has to say “switch” or the group has to be reminded/empowered to do it.

26 Bring the full group together to share their experiences of the exercise, using these sample questions:
   ▪ How did it feel when you wrote your vision down and shared it with your colleagues?
   ▪ Is this different from the ways you normally listen or talk?
   ▪ How did it feel to listen to your partner without speaking?
   ▪ How does it feel to be listened to in this way?

27 Close the activity by reminding the group that a personal vision serves as a guide for helping people exercise their leadership skills and perceive what needs to be done to achieve their goals.

Section C: Sharing Visions with Country Groups (25 min)

28 Break participants into country groups, explaining:
   ▪ Using the active listening method, you will now share your personal and country visions.
   ▪ Each person has about 3 minutes to share both visions.

29 When finished, instruct each team to take 7-10 minutes to discuss the similarities and differences in their visions:
   ▪ Brainstorm to identify the elements/parts of the country visions that are most important to your team, and list these elements on a flip chart.

30 Explain the two types of organizational or team visions:
   ▪ One type of team vision is based on the overall social goal that the team wants to achieve, such as “GOJoven envisions young leaders promoting and protecting human rights everywhere.”
   ▪ The other type is based on the identity and image that the group wants to project, such as “GOJoven wants to be the most sought-after and renowned program for youth leadership development in SRHR in Latin America.”

31 Instruct the teams to create a team vision that expresses their identity/public image, using these sample questions:
   ▪ What kind of a team do they want to be?
   ▪ How do they want to present themselves as a team?
   ▪ What is important to them as a team?
   ▪ What do they want to accomplish together as a team?

Section D: Creating a Country Team Vision (5 min)

32 Explain that each country team will now create a regional team vision:
   ▪ You will now create a regional team vision using the elements of your country team vision, for example, “GOJoven wants all adolescents in Belize, Honduras, Guatemala, and Mexico to be able to live a healthy life with equal opportunities and a high level of SRHR.”

33 Ask these questions to help create their regional vision, instructing each team to write their answers on a flip chart:
   ▪ What social and health change do you want to effect over a 10-year period?
How do you envision SRHR for adolescents in their countries in 10 years’ time?

Close this section, advising participants that they will use these individual, team, and regional visions later to guide their work on their personal development and their Leadership Action Plan.
Active Listening

In our active world of communication no one can afford to exclude the art of listening. As a leader, you must listen to your group members in order to be effective. You need to listen and correctly understand all messages.

Active listening differs from hearing. Hearing is the act of perceiving audible sounds with the ear and is a passive act. Listening, on the other hand, is the active pursuit of understanding what the other person is saying and feeling. In active listening, the receiver tries to understand what the sender is feeling and what the message means. The listener puts their understanding into their own words and reiterates it, as a way of providing feedback to verify what the sender is saying. It is important to feed back only what the listener feels the sender's message meant, nothing more, and nothing less. This creates an atmosphere of acceptance and understanding in which the sender can explore the problem and determine a solution. To listen actively and to understand is not a passive or simple activity.

The following are important characteristics of a "good listener":

**Be There**
Be present in heart, mind and spirit with the person. You need to hear what the sender has to say. If you don't have the time, or don't want to listen, wait until you do.

**Accept**
Accept the person as is without judgment, reservation or putting the person in a mental box/category, even if they may be very different from you.

**Trust**
Trust the person's ability to handle their own feelings, work through them, and find solutions to their own problems.

**Listen**
Don't plan what you are going to say. Don't think of how you can interrupt. Don't think of how to solve the problem, how to admonish, how to console, what the person "should" do. DON'T THINK TO STRUGGLE OR REACT . . . LISTEN!

**Maintain distance**
Keep out of the person’s issues. Be objective. Don't intrude physically, verbally, or mentally. Don’t say anything. Listen. For many this is very difficult.

**Empathize**
Put yourself in the other person’s shoes. Don't become that person, but understand what they are feeling, saying, and thinking. Keep yourself separate enough to remain objective, yet involved enough to help them.

Adapted from: The Holden Leadership Center, University of Oregon: [http://leadership.uoregon.edu/resources/exercises_tipsskills/active_listening](http://leadership.uoregon.edu/resources/exercises_tipsskills/active_listening)
Session 5: Daily Reflection & Closing

Learning Outcomes | Participants will be able to:
- Provide feedback to improve the trainings.
- Reflect on their experience and what they have learned.

**TIME: 30 minutes**

**SUPPLIES**
- Pens; Feedback cards; Logistics box; Journals

**TRAINING TOOLS**
- Handout: Meditation Guide

**PREPARATION**

Materials/Room:
- Write learning outcomes on flip chart.
- Hand out markers, pens and feedback cards to each participant.

Trainer:
- Keep in mind the energy level and emotions in the group as the day comes to a close. If it has been a physically or emotionally tiring day, keep the closing of the last session as the final closing, postponing this session for the following morning.

**INSTRUCTIONS**

**PART 1: PREPARING FEEDBACK CARDS (15 min)**

1. Pass out notecards, inviting participants to write feedback [following “The Art of Giving and Receiving Feedback”] and place them in the logistics box. Feedback should be constructive and specific, and can be signed or anonymous.

2. Review the cards after the session so you can discuss the themes with your training team and make adjustments to the training plans as necessary.

**PART 2: MEDITATION AND REFLECTION JOURNALING (15 min)**

3. First, make any announcements about evening/next day logistics such as dinner time, what activities to prepare for or articles to read, what forms to fill out, etc.

4. Lead a 5-minute meditation following the “Meditation Guide”.

5. After 5 minutes, ask them to open their eyes and silently write their thoughts down in their journal, reflecting on the day:
   - What most impacted you during the day?
   - What goals do you have for the week?
   - What change do you want to make upon returning home?

6. Let participants know that, once they are done writing in their journals, they are free to leave for the day or stay and wait until everyone has finished and then discuss their reactions with the group.
Meditation Guide

There are many ways to meditate. It can be done through a mantra like “Om,” or by visualizing a specific landscape, or walking down some stairs until you reach a mental space of complete tranquility. You can meditate in complete silence or with some soft instrumental music in the background.

The meditation below focuses on breathing to calm the mind and relax the body.

There is no right or wrong way to meditate. Whatever you experience during this breathing meditation is right for you. Do not try to make anything happen, just observe.

INSTRUCTIONS

Begin by finding a comfortable position, but one in which you will not easily fall asleep. If you feel comfortable sitting on the floor with your legs crossed, or sitting in a chair, those are good positions to try.

Close your eyes or focus on one spot in the room.

Roll your shoulders slowly forward and then slowly back. Repeat this three times in each direction.

Lean your head from side to side, lowering your left ear toward your left shoulder, and then your right ear toward your right shoulder. Repeat this three times on each side.

Relax all your muscles.

Your body will continue to relax as you meditate.

Observe your breathing. Notice how your breath flows in during inhalation and out during exhalation. Make no effort to change your breathing in any way, simply notice how your body breathes. Your body knows how much air it needs.

Sit quietly, seeing in your mind’s eye your breath flowing gently in and out of your body.

When your attention wanders, as it will, just focus back again on your breathing.

Notice any stray thoughts, but do not dwell on them. Simply let the thoughts pass through your mind—observe them and clear your mind of them, concentrating back on your breathing.

See how your breath continues to flow...deeply...calmly.
HANDOUT
Meditation Guide

Notice the stages of a complete breath... from the in breath... to the pause that follows... the exhale... and the pause before taking another breath...

Notice the pauses between each breath.

Feel the air entering through your nose... picture the breath entering and filling your lungs, sending oxygen to every part of your body, starting with your stomach, then to your arms, and your legs.

If any thoughts come up, observe them and let them go, and return your attention to your breathing.

(Pause)

See how the air flows into your body after you inhale, filling your body gently.

Notice how the space inside your lungs becomes smaller after you exhale and the air leaves your body.

Feel your chest and stomach gently rise and fall with each breath.

Now as you inhale, count silently... one

As you exhale, count...one

Wait for the next breath, and count again... one

Exhale...one

Inhale...one

Exhale...one

Continue to count each inhalation and exhalation as “one.”

(Pause)

Notice now how your body feels.

Now it is time to gently reawaken your body and mind.

Keeping your eyes closed, notice the sounds around you. Slowly start to wiggle your fingers and toes. Shrug your shoulders. Open your eyes, and remain sitting for a few moments longer.

Gently straighten out your legs and arms, and open your diary to begin your daily reflection.

Adapted from Inner Health Studio: www.innerhealthstudio.com/breathing-meditation.html
Session 1: Agreements and Feedback Process

Learning Outcomes | Participants will be able to:
- Explain the importance of feedback.

**INSTRUCTIONS**

**PART 1: WELCOME AND IMPLEMENTING AGREEMENTS (15 min)**

1. Welcome everyone to the new day of training and introduce the Resource Team and any new staff or participants.

2. Review the day’s agenda and emphasize that participants will begin exploring these key themes of the GOJoven program:
   1. Building skills (giving feedback and reflection)
   2. Sexual and Reproductive Health and Rights (SRHR)
   3. Personal and team leadership development
   4. Program planning and development.
   Then explain:
   - Parts of today’s content may be familiar to some and new for others. It is OK to ask questions and discuss topics.
   - If there is not enough time in the moment, I will note any issue that arises in the Parking Lot for later discussion.
   - I have posted the agreements we made on the first day about respecting each other’s experiences, opinions, knowledge, and a willingness to be vulnerable as you learn new ideas.
   - Treating each other well is important as we begin discussing SRHR. Many of us grew up in families, communities, cultures, and schools that didn’t value discussing SRHR.
   - Part of leadership development is creating a space to expand what we understand and to make plans to share our new knowledge with others.

**TIME: 1 hour**

**SUPPLIES**
- Note cards; Pens; Feedback cards (8x13cm); Logistics box; Flip charts

**TRAINING TOOLS**
- Handout: The Art of Giving and Receiving Feedback

**PREPARATION**

Materials/Room:
- Write the day’s agenda on the flip chart.
- Prepare a “Parking Lot” flip chart paper posted on the wall.
- Prepare and put out the logistics box.
- Write the learning outcome on flip chart.
- Post agreements created on Day 1 of the training.

Trainer:
- Review participant binder materials and training tips for the day.
- Make copies of the handout.
- Plan a scenario/role-play with another trainer to demonstrate the 8 points outlined in the handout. For example, have the other trainer interrupt the session (Part 2) to provide a negative reaction to the situation that does not take feedback into account.
- Review the “Parking Lot” list to see where issues noted there might fit into the day’s agenda. A “Parking Lot” is a specific place where you list issues or questions that arise during a discussion. These issues are important, but require more time for discussion. You list them in the “Parking Lot” so that everyone can keep them in mind and can address them at a later time.
MODULE 1
DAY 2

- We each have knowledge and opinions that should not inhibit us, but help us to learn from each other. Leadership implies a willingness to share, to risk, to teach, and to learn.
- Because listening and responding to each other is very important in GOJoven, we will start with a discussion of giving effective feedback.
- Are there any questions came up after the first day?

PART 2: THE ART OF GIVING AND RECEIVING FEEDBACK (20 min)

3 Distribute the handout and explain GOJoven’s process for providing feedback by reading the following:

GOJoven is a program that is about you and for you. The Resource Team strives to make it a positive and transformative learning experience. For this reason, your feedback is indispensable! If we do not know what works, we cannot do more of it, and if we do not know what does not work, we cannot improve it. At the end of each day, you will have a few minutes to write down your comments and specific feedback (positive and negative) on activities, your reflections, the facilitators, logistics, team dynamics, etc. You will place the feedback cards in this logistics box, which will always be in a visible place in the room. You can sign your names or turn in the cards anonymously. Refer to “The Art of Giving and Receiving Feedback” for more guidance.

4 With the other resource team member, role-play the scenario illustrating the specific examples of each of the eight points.

5 Lead a discussion analyzing the feedback given, asking:
   - How was the feedback given?
   - How might the feedback have been given correctly?

6 Role-play the scenario again, following the rules of feedback to highlight the difference between the first second situation.

7 Emphasize that giving and receiving feedback is central to leadership development as it provides a positive learning environment.

8 Give participants a minute to reflect on Day 1 and provide verbal feedback.

9 As they provide feedback, respond to and correct the feedback tone and language as needed.

PART 3: DAILY MORNING FEEDBACK DISCUSSION (5-25 min)

10 Thank the group for the feedback they offered, then explain:
   - You may write any new ideas on the blank cards on your tables. Please print or write clearly!
   - Remember: Your feedback should be constructive and specific, and can be signed or anonymous.
   - I’ll collect your cards and summarize them if more than one card has a similar comment.

11 Allow a minute. Then collect and read the comments (anonymously, unless a comment is signed), asking:
   - Does anyone want to elaborate?
   - Does anyone want to raise any new issues?

Training Tips:

✓ Try to read the cards with interest and expression, and don’t look at the person whom you think wrote it.
✓ Be prepared to respond to some questions immediately. If an immediate response or change is not possible, explain how you will handle it (for example, if you need to modify the agenda to address a concern).
✓ Keep in mind that this process can become boring if people only write general comments like, “Yesterday was great—I really liked everything.”
✓ Be prepared to address such concerns as uneven engagement among: participants; personal friction among participants; lack of discussion time to resolve doubts; or need for more interactive learning methods.
**HANDOUT**

The Art of Giving and Receiving Feedback

**Feedback:** Feedback is a way of helping another person to consider changing his/her/their behavior. It is communication intended to give information to a person about how he/she/they affect others.

**Why is Feedback Important?** Feedback helps a trainer keep his/her/their behavior on target and, thus, increases effectiveness. By giving constructive feedback in an appropriate way, you can help another trainer improve his/her/their training skills.

**Feedback is:**

**Descriptive, not evaluative.** As observers, we cannot know another person’s reasons—we can know only what we observe. By describing your observation and your reaction, you leave the trainer or participant free to use your feedback, and you reduce the likelihood of defensiveness on his/her/their part.

**Specific rather than general.** Your feedback will be most instructive if it provides specific examples of behaviors that a person might change, rather than general comments that reflect inadequate or poor performance.

**Directed toward behavior that a person can change.** Reminding a person of something he/she/they cannot control only increases his/her/their frustration.

**Well timed.** In general, feedback is most useful if you give it at the earliest opportunity after the behavior occurs.

**Solicited rather than imposed.** Feedback is most useful when the receiver asks for it. If the person does not solicit feedback, you can ask if he/she/they are willing to hear it.

**Considerate of the needs of the person hearing the feedback.** Feedback can be destructive if it fails to consider the needs of the person receiving the feedback.

**Given in the spirit of help rather than judgment.** The tone of our feedback is as important as the content. The person hearing feedback will be most responsive if he/she/they feel cared about, appreciated, and respected.

And finally . . .

**Offered with positive observations about appropriate and effective behaviors.** We all need to be recognized for what we do well. When giving constructive feedback, accompany it with appropriately positive feedback on what the trainer, presenter or person did well.
Session 2: Young People’s Sexual and Reproductive Health

Learning Outcomes | Participants will be able to:
• Create 3 effective strategies to improve ASRH in their regions and/or communities.
• Explain 3 strategies to eliminate myths and taboos about ASRH.

INSTRUCTIONS

PART 1: SEXUAL HEALTH MYTHS AND FACTS (2.5 hours)

Section A: Introduction and Ideas (30 min)

1 Welcome participants to their first GOJoven discussion about sexual health, and review the learning objectives for the session. Then explain:
   ▪ We will be addressing this topic in four parts, each made up of a related activity or discussion.
   ▪ This can be a sensitive topic. It is important that you are aware of your own feelings and remain respectful of other people’s experiences and viewpoints.

2 Hand out post-it notes to participants to write three things they learned about sexuality and/or sexual practices and where they learned it. Tell them:
   ▪ Write one idea per post-it, keeping in mind these sources of information: parents, family and friends, religion, teachers, music, radio/TV, the Internet, magazines, books, personal experience, and other sources like watching animals.
   ▪ Consider beliefs and facts, for example: “Sex is bad outside of marriage” or “You can go blind from masturbating.”

Training Tips:
✔ Use clear, direct language and share specific examples to help the group share more freely.
✔ Let participants know to ask you questions during or after the session.

TIME: 3 hours

SUPPLIES
 o Flip charts; Markers; Post-its

TRAINING TOOLS
 o None

PREPARATION
Materials/Room:
 o Write learning outcomes on flip chart.
 o Hang up 3 posters with the titles: 1. Myths, 2. Taboos, 3. Facts.

Trainer:
 o Review participant binder materials and training tips.
 o As this is the first day that the group will explore SRHR together, allow time for building trust, exploring new ideas, and answering questions. Prepare to do so in the following ways:
   • Review SRHR information for youth and adolescents.
   • Prepare to share a current, culturally relevant reading on basic sexual health topics. Possible sources include: Advocates for Youth (advocatesforyouth.org) and the Guttmacher Institute (guttmacher.org).
   • If possible, share your selected reading with participants in advance to establish a base of knowledge.
   • Explore your own experiences and opinions on these topics and how they may influence your facilitation.
   • Practice the activities with colleagues or youth advocates to anticipate questions or challenges might come up.
   • Create options for adjusting the agenda if you need more time to discuss a question, concern, area of group tension, or recover and process if the session becomes difficult.
MODULE 1  
DAY 2

3 Give them a few minutes to write, and clarify:
   ▪ This may feel natural or unusual, depending on your experiences. This is a safe space to have a direct discussion, but it is completely voluntary to share what you wrote.

Section B: Myths, Taboos, and Facts (30 min)

4 Refer to the three posters: 1. Myths 2. Taboos 3. Facts:
   ▪ Please place your post-its on the poster whose label matches what you wrote.
   ▪ Take a few minutes to read each other’s post-its.

Training Tips:

✓ There may be post-its in the wrong category. This can fuel an interesting discussion of how we learn and unlearn sexual health information. It may also embarrass the writer; be sensitive and thoughtful so as to not single out the writer.

✓ Carefully facilitate and watch group dynamics. This could include:
   • Ask for volunteers to comment, but do not require people to talk about or claim their notes unless they wish to do so.
   • Note that in a culture of silence, myths about sexual health spread widely. This is why the work we do in GOJoven is so important. To change misperceptions, we can speak openly and replace myths with facts.
   • When appropriate, step into the conversation yourself to share some myths you once believed.
   • Be aware that you may not have all of the answers. Saying “I don’t know, but we can look it up and discuss the answer at a later time” is part of being a responsible leader and facilitator.
   • Know the sources for evidence-based information on SRHR and direct the participants to these sources.
   • Participants may have learned their information from loved ones, or it may be grounded in deep-rooted cultural beliefs and practices. Be careful how you react to what participants share.
   • Ensure that all the myths and facts are placed under the correct category by the end of the activity.

5 Guide a discussion using the following sample questions:
   ▪ How did it feel to write your ideas?
   ▪ What did you realize about how you learned what you know?
   ▪ What were the best sources of information? Why?
   ▪ Who can you turn to with concerns or questions?
   ▪ What can help us clarify misperceptions?
   ▪ Does anyone have comments/questions about these ideas?
   ▪ Are there ideas you would place in a different category? Why?

6 Explain that learning about sexual health and rights is an ongoing process for all of us.
   ▪ Our knowledge grows, medical information changes, and our experiences with others shift our perception and opinions.
   ▪ The next activity explores how we, as leaders, can support a healthy learning process for our communities and ourselves.

Section C: Reducing Myths and Taboos (40 min)

7 Strategize ways to disseminate accurate information on sexuality and reproductive health in their communities.
   ▪ What are some credible and non-credible sources of information in your communities?
   ▪ What are some constructive and respectful ways to contradict and combat harmful myths and taboos related to sexuality and reproduction?

8 Capture their ideas on two pieces of chart paper, one each for credible and non-credible sources. Some of the ideas may apply to other communities and others will not. Explore these themes with the group when appropriate.

9 If time permits, ask the participants:
   ▪ What would it take to implement these ideas? [ex: a new program, law, funding.]
   ▪ What is your role in improving sexual health information?
PART 2: DEFINING THE TERMS “SEXUAL AND REPRODUCTIVE HEALTH” AND “YOUNG PEOPLE” (20 min)

12 Introduce the activity, explaining:
- We will spend the next 20 minutes defining and discussing the following terms: 1. Sexual and reproductive health and 2. Young people or adolescents.
- These two concepts define the basis of our entire program and underline what we will be learning as leaders.

13 Break participants into area groups based and take 10 minutes to define the following:
- Please pick someone to report back, and write your answers on flipchart paper.
- Define Sexual and Reproductive Health and Rights (SRHR).
- Who are considered youth? Who is considered an adolescent? What is the difference between these two terms?

14 Ask the reporters to present to the group and take 10 minutes to discuss the definitions together:
- What similarities and differences do you notice?
- What do you like about another group’s definition?
- How would different definitions lead to different treatment of this topic or of young people?

Training Tips:
- Adapt these concepts based on your knowledge, goals, and group needs.
- This session may raise questions and requires familiarity with adolescent development.

15 Read the key SRHR points boxed on the following page.
In 1975, the World Health Organization (WHO) described sexual health as “the integration of the somatic, emotional, intellectual, and social aspects of sexual being in ways that are positively enriching and that enhance personality, communication, and love”.

The 1994 International Conference on Population and Development (ICPD) Programme of Action included sexual health as part of reproductive health. It defined reproductive health as: “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. Reproductive health implies that people are able to have a satisfying and safe sex life and that they have the capacity to reproduce and the freedom to decide if, when and how often to do so. Implicit in this last condition are the right of men and women to be informed and to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law, and the right of access to appropriate health-care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant.”

Young people are defined as being under the age of 30; an adolescent is defined as being between the ages of 10 and 19.

PART 3: DEVELOPMENTAL TASKS OF ADOLESCENCE (15 min)

16 Present the following key concepts on adolescent developmental tasks:

- The adolescent will adjust to a new physical sense of self: changes in height and weight, a more adult physical appearance, sexual development, a focus on his/her/their body.
- The adolescent will adjust to new intellectual abilities: thinking about their world using abstract concepts. Before, they may have needed concrete evidence to solve a problem.
- The adolescent will adjust to increased cognitive demands at school: these demands may be frustrating because not all adolescents achieve this ability at the same time.
- The adolescent will develop expanded verbal skills: as adolescents prepare for adult roles, they require new verbal skills to accommodate more complex concepts and tasks.
- The adolescent will develop a sense of identity: before, one's identity was an extension of one's parents; now he/she/they see him/her/themself as unique and has to answer the questions "Who am I?" "What does it mean to be me?"
- The adolescent will establish adult vocational goals: as part of the process of establishing a personal identity, the adolescent must focus on the questions "What do I want to do when I grow up?" "How do I want to achieve this?"
- The adolescent will establish emotional and psychological independence from his/her/their parents: understanding that being an adult requires independence and autonomy. This may makes them respond with a lack of cooperation or hostility.
- The adolescent will learn to manage her/his/their sexuality: values and morals first come from parents, and later from peers, requiring them to restructure their own values and morals.
- The adolescent must develop increased impulse control and behavioral maturity: taking risks is part of development.
- Early adolescence: associating with people of the same gender; rapid growth, and group belonging.
- Middle adolescence: identity, impulsivity, and control.
- Late adolescence: preparation for adult life.
Session 3: Young People’s Sexual and Reproductive Rights

Learning Outcomes | Participants will be able to:
• Identify 3 sexual and reproductive rights and a strategy to promote SRHR in their community.
• Name 3 ways in which SRHR are violated and three structures intended to protect them.

TIME: 3 hours

SUPPLIES
- Flip chart with learning outcomes; Blank flip charts, paper, and notecards; Markers; Projector/computer; Crayons; Little pieces of paper with a sexual and/or reproductive right written on each one; Hat

TRAINING TOOLS
- PPT Presentation: Adolescent SRHR
- IPPF’s Sexual Rights: An IPPF Declaration

PREPARATION
Materials/Room:
- Write learning outcomes on flip chart.
- Make sure the room is dark enough for the PowerPoint to be visible and that the projector/system is audible.

Trainer:
- Review the list of young people’s SRHR and conventions, treaties, and international laws protecting SRHR in the IPPF publication on Sexual Rights.
- Review participant binder materials and training tips.

INSTRUCTIONS
PART 1: INTRODUCTION (35 min)

1. Review the learning outcomes and keep them posted.
2. Introduce the activity:
   - In the next three hours, we will talk about sexual and reproductive rights. The activities will take place in 5 parts.
3. Break participants into small groups to: 1) brainstorm the following questions, 2) write their answers on flip chart paper, and 3) pick one person to report back to the group:
   - How would you define human rights?
   - What are young people’s and adolescents’ human rights?
   - How are they different from adults’ human rights?
4. After 10 minutes, have each group present. Then, discuss the following sample questions:
   - What did you learn? How did it make you feel?
   - What did you realize hearing other definitions?
   - What is misunderstood about adolescent rights?
   - Why are human rights important for young people and adolescents?
5. Close this part, explaining:
   - When we speak about rights we also consider their violation. It is understandable if some in the group have emotional reactions throughout this and the following activities. If you would like to speak privately or after the session, please let me know.
PART 2: ADOLESCENT SEXUAL AND REPRODUCTIVE RIGHTS (45 min)

6 Explain the following information about SRHR, referring to the IPPF Declaration as necessary:

- It is important to highlight SRHR because it is a basic human right, and is something not often spoken about.
- The rights in the following presentation are drawn from international treaties such as the Convention on the Rights of the Child (CRC) and the Convention to Eliminate All Forms of Discrimination Against Women (CEDAW), which establish sexual and human rights in relation to sexual orientation and gender identity.
- Sexual and reproductive rights are for everyone. They are especially fundamental for adolescents in building their sexual and reproductive lives. These are our rights:
  - The right to a pleasurable, valued sexuality, a basic vehicle for communication and love between people.
  - The right to bodily integrity and to making autonomous decisions about the control of one’s body.
  - The right to a violence-free and coercion-free sexuality, within a equal, respectful, and fair relationships.
  - The right to a sexuality free of fear, shame, blame, false beliefs, and other inhibiting impediments.
  - The right to sexual and reproductive health, including access to safe information and services, in order to guarantee a sex life free of diseases and deficiencies.
  - The right to satisfaction, dreams, fantasies, and pleasure, and to enjoy eroticism.
  - The right to democracy in relationships, and to liberty and autonomy in the expression of one’s sexuality.

7 Present the PowerPoint presentation: Adolescent SRHR.

Training Tip:
- Expect questions about what the terms mean; you may want to have these rights written and posted on a flipchart.

8 Divide the group into area teams and assign a right to each, explaining:

- We are now going to delve into a few of these rights.
- In 10 minutes, you will decide how to present the right you’ve been assigned in the most creative way possible.
- Each group will have 5 minutes to give your presentation or performance.

Training Tips:
- You can write the rights on paper or verbally assign them.
- Be sure you manage the time very closely and make decisions accordingly.

9 After the presentations, lead a discussion about the highlighted rights:

- What did you appreciate most about the presentations?
- How did they change your understanding of these rights?
- What questions do you still have about SRHR?
- What would you like to learn more about?
- What should others understand about these rights?
- Can you suggest other ways to present these rights?
PART 3: MY RIGHTS IN A PICTURE (40 min)

10 Make sure the pieces of paper with sexual/reproductive rights written down are cut out and folded in half. Place the papers in a hat and pass the hat around, asking each person to take one. Hand out blank flipchart paper, markers and crayons to each person.

- Draw a representation the human right that you pulled out of the hat. Don’t worry if you are not a great artist!
- You can draw a denial of this right, access to it, or the defense of it. Do not name the right on the paper.

11 After 7 minutes, break participants into groups of 4-5 people.

- Each person will show their drawing to their group so they can guess which human right you picked.
- If no one guesses within one minute, explain what you were trying to show, then write it on the drawing and post it to the wall near your group.
- You have 15 minutes to discuss the rights, and whether everyone in your country, including young women, LGBT populations and people with disabilities, enjoy these rights. If not, discuss who is deprived of which rights.
- Choose someone to report back to the full group.

12 Give each team 5 minutes to present a summary of the main ideas they discussed. Then ask:

- Are there any questions about these rights?
- Did you notice any differences in how different populations enjoy these rights?
- Remember, these rights are universal. What does that mean to you?

Training Tips:

- During the group work and presentations, ensure that participants understand each of the rights presented.
- Take some time to discuss any rights that were not presented.

PART 4: GROUP WORK (40 min)

13 Break participants into groups of 4-5 people (either the same as before or different groups), making sure each person has their right and their drawing:

- As a group, take 10 minutes to decide which of the rights represented you want to work on.
- Devise a strategy to promote this right as a young leader.
- Explain what specific activities you want to do and the concrete steps you will take to make the plan a reality.
- Write your main ideas on the flip chart paper and decide who will make a 3-minute presentation to the large group.

14 After the presentations, ask the group:

- What did you learn during these activities?
- How can this inform your work with young people?
- Who needs to participate in your plan to make it successful?
- What will the results of these activities be?
- What obstacles to they see arising in the future? How can they address these obstacles?
- What else do they need to make their activities or ideas successful?
PART 5: CLOSING AND THANKS (20 min)

15 Invite the participants to sit in a circle and share one concrete action that they commit to taking after this session, for example a commitment to training their service providers about the impact of discrimination.

16 Close the training by thanking them for their participation, attention and energy during the session:
   - We encourage you to write your commitments in your journals at the end of the day.
   - Every commitment has potential to positively impact many young people.
Session 4: Introduction to Individual Leadership and Personal Development

Learning Outcomes | Participants will be able to:
• Describe the possible outcomes of the personal development process.
• Explain the steps needed to complete the Skills for Career And Life Effectiveness (SCALE®) assessment.

**TIME:** 45 minutes

**SUPPLIES**
- Projector and Screen; Flip charts

**TRAINING TOOLS**
- Skills for Career And Life Effectiveness (SCALE®) Assessment – available online only, purchase through MMHA Catalogue
- PPT Presentation: Personal Development Plan, slides 1-10
- Handout: Instructions to Complete the SCALE® Assessment

**PREPARATION**

**Materials/Room:**
- Write learning outcomes on flip chart.
- Make sure the room is dark enough for the PowerPoint to be visible and that the projector/system is audible.

**Trainer:**
- Review the web links (see Trainer Note) and the PowerPoint to familiarize yourself with SCALE® and with the instructions for completing it.

**INSTRUCTIONS**

1. Review the objectives and introduce the SCALE® instrument, giving context to the GOJoven personal development process and how it relates to leadership. Then add:

**Important Trainer Note on SCALE®**
- The Skills for Career And Life Effectiveness® (SCALE®) assessment tool was originated and developed as the Personal Skills Map® (PSM®). SCALE® is an online tool that can be purchased here.
- During the GOJoven Program (2004-2012), trainers used the PSM®.
- The original PSM® tool was used successfully to teach affective skills in business and education settings for over 30 years, by The Managers’ Mentors, Inc. (MMHA), the Emotional Intelligence Training and Research Institute (EITRI), and Emotional Intelligence Learning Systems. GOJoven International partnered closely with MMHA to integrate this tool into the personal and professional development component of the GOJoven Program.
- With recent additional research using data gathered from PSM® users in several countries, response items were reduced and coded for online response, thus adding to the validity and reliability of this unique skills assessment, now rebranded as SCALE®.
- In publishing this curriculum in 2020, PSM in English was no longer available, so it was replaced with SCALE® - a shorter, online version of PSM®. The sessions and training tools are adapted to reflect this updated tool.

- Personal development reflects professional development (education, skill-building, etc.) and interpersonal and personal growth (increasing self-esteem, communicating better with friends, family and colleagues).
- Planning and self-knowledge are key to effective personal development. The SCALE® assessment helps us know ourselves, and the Career Planning Workbook© helps us
to set goals based on our individual values, needs and interests.

2 Show the first 10 slides of the PowerPoint presentation. Lead the exercise on Slide 5, resulting in a competencies list developed by the group:
   - Divide into country teams.
   - Think about a leader you admire, and describe their knowledge, skills, experience and personal characteristics.
   - Share with your country team and agree what leadership competencies your team will suggest to the larger group.
   - Teams share their lists and create a competencies list developed for the group.

3 Distribute the handout and explain:
   - The SCALE® assessment is a snapshot of your current skill level in the emotional intelligence skills essential for career and life effectiveness. It measures skills, which can change/improve over time. It is not based on innate strengths or qualities, but rather measures your level of practice and skill in several different areas.
   - You should answer the questions with your first thought—do not overthink the questions—there are no right or wrong answers. Some questions may seem repetitive, but this is to establish consistency in your responses—that is why it’s important to be honest—otherwise your results will not reflect your true self.
   - Please complete this assessment tool and share your online profile results with the trainer by Day 4.
Instructions to Complete the SCALE® Assessment

This program has been designed to provide information that can directly benefit its users, enhancing and improving their personal and professional effectiveness.

Follow the instructions in each section while completing the online assessment. At the end, the values for each of the assessment areas will be computed in your SCALE® profile and report.

INSTRUCTIONS

1  Time
   Set aside about 20 minutes without interruptions.

2  Focus
   Select the focus for your responses and stick with that through all the questions. This focus may be a current work environment, or home and family, or a group with whom you interact as a volunteer, etc.

3  Logging In and Getting Started
   Navigate to the login page by clicking the button in the top right portion of the screen. Use the temporary login credentials supplied to you in order to gain initial access. Once logged in, provide a new UserID and Password that has personal meaning for you (avoid spaces and special characters). Provide the required demographic information and then begin the SCALE® assessment.

4  Responding to the Assessment Items
   Respond to each question individually.
   Respond to each item as you see yourself currently thinking, feeling, and behaving. Do not respond as you once thought, felt, or behaved.
   Be totally objective as you decide whether each statement is Most Descriptive, Sometimes Descriptive or Least Descriptive of your current behavior.
   Using your computer mouse, select the appropriate button for your response.
   Once you have responded to all the items, your profile and basic report will be displayed on your computer screen. Within the basic report you will find links to .pdf files to lead you to more in-depth information about specific areas of interest. Return at any time for up to one year to review and print any of your SCALE® report or .pdf report elements.

Source: https://doscale.com/

SCALE® Copyright © 2019 El Learning Systems, Inc. A Positive Assessment of Career/Life Effectiveness Skills
Sessions 5 & 6: Scheduling Personal Development Meetings & Closing

Learning Outcomes | Participants will be able to:
- Schedule an individual coaching meeting for feedback on their personal development plan.

- A copy of the annotated plan will be filed in the resource team's archives. The original copy will be returned to you.
- During the 45-minute sessions, the resource team will go over each of your plans, including:
  - Checking that the time frame is reasonable and achievable;
  - Discussing how you plan to use the GOJoven Personal Development Fund to achieve your goal; [Remind them of the process for applying for these funds and the amount available.]
  - Brainstorming the steps necessary to achieve your goal—for example, finding a mentor, securing financing, looking into study programs, estimating computer costs, etc.;
  - Agreeing on the next steps for the following 3 months and the results to discuss at the next training.

INSTRUCTIONS

1. Introduce this activity, explaining:
   - Now we will take time to schedule the personal development coaching meetings to take place later in the week.
   - Please take a moment to sign up for a meeting.
   - You will see that the schedule allows you to pick what time and the person with whom you would like to meet.
   - Please be punctual for the meetings and bring your Career Planning Workbook© and a draft of your personal development plan.

Session 6: Conduct Closing
[For a reminder, see Day 1, Session 5]
Session 1: Daily Opening: Where Are We?

Learning Outcomes | Participants will be able to:
• Explain the importance of feedback, recognizing how it can improve the program and that their contributions will make it better for those who come after them.

TIME: 30 min (may be less, depending on issues)

SUPPLIES
o Flip chart; Note cards; Pens; Markers; Logistics box

TRAINING TOOLS
o None

PREPARATION
Materials/Room:
o Write the day’s agenda and learning outcome on flip chart.
o Place the Agreements created on Day 1 and the “Ideas Parking Lot” in a visible place.
o Prepare and put out the logistics box.
o Distribute markers, pens and blank note cards for feedback (size 8x13 cm or larger) before the participants arrive.

Trainer:
o Review participant binder materials and training tips.
o Review the feedback cards that were received the day before and discuss any pending issues with the GOJoven team.
o Develop strategies to respond/change the day’s agenda, as needed.

INSTRUCTIONS
1 Welcome everyone to the new day of training, explaining:
   ▪ Write any feedback from yesterday (clearly!) on the blank cards on your tables.
   ▪ Remember: your feedback should be constructive and specific, and can be signed or anonymous.
   ▪ I’ll collect your cards and summarize if more than one card has a similar comment.

2 Allow a few minutes. Then collect and read the comments (anonymously, unless a comment is signed). After reading the cards, ask the group:
   ▪ Does anyone want to comment or elaborate?
   ▪ Does anyone want to raise any new issues?

Training Tips:
✓ Try to read the cards with interest and expression.
✓ When you read a card, do not look at the person whom you think wrote it. Only share who wrote a card if a name is written on it.
✓ Be prepared to respond to some questions immediately. If an immediate response or change is not possible, explain how you will handle the concern (for example, if you need to modify the agenda).
✓ This process can become boring if people only write simple or general comments like, “Yesterday was great—I really liked everything.”
✓ Be prepared to address such concerns as: uneven engagement or personal friction among participants; lack of discussion time to resolve doubts; or the need for more interactive learning methods.
Session 2: Gender and Sexuality

Learning Outcomes | Participants will be able to:
• Define gender and sexuality.
• Describe how our opinions and beliefs about gender influence our experience of sexuality.

INSTRUCTIONS

PART 1: DEFINING SEXUALITY (40 min)

1. Open by explaining:
   ▪ Today the group is going to be talking about sexuality.
   ▪ When we begin exploring new concepts, it is good to first define what we mean so we have a common understanding for our discussion.
   ▪ Take a minute to think about how to define ‘sexuality.’
   ▪ During the brainstorm, I will write down the key points.

2. Ask for definitions and write them down. If definitions are incorrect, ask the group to refine the definition. Ask:
   ▪ How would you define sexuality?
   ▪ When did you first hear that term?
   ▪ Has your understanding changed since then?
   ▪ What is often misunderstood about sexuality?

3. Continue until their definition aligns with the World Health Organization (WHO) definitions below.
DEFINING SEXUALITY – KEY POINTS

GOJoven uses the WHO definition of sexuality:

“Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles, and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious, and spiritual factors.” (WHO, 2006)

Sexuality is . . .

More than just being anatomically or genetically male or female. It is defined differently by different cultures and at different times.

Diverse. Sexuality is not simply a person’s sexual behavior; it also involves their sexual orientation and sexual identity.

Easier to understand if it is broken up into 3 parts:

Sexual orientation: The attraction a person has to other people

Sexual behavior: What a person does sexually; for example, a person may be involved in heterosexual behavior (sex with someone of the opposite sex) but feel their orientation is homosexual (sex with someone of the same sex).

Sexual identity: How people see themselves and how they present themselves to others.

Often fluid and dynamic. A person’s sexuality is constantly changing and can vary throughout different periods of their lives.

We express our sexuality—as males and females, or as gender-fluid— in different ways, including through . . .

The way we talk, dress, and relate to others;

Our sexual orientation (heterosexual, homosexual, bisexual);

Our values, beliefs, and attitudes as they relate to being male and female;

Changes our bodies experience as we go through stages such as puberty, pregnancy, or menopause;

Whether and how we choose to have children;

The kind of friends we have;

The way we feel about how we look;

Who we are as a person;

The way we treat others.

It is important to understand that not everyone is the same. It is important to challenge labeling and pigeonholing of people’s sexuality.
PART 2: DEFINING GENDER (2 hours)

4 Explain that the group will shift attention to defining gender. Instruct participants to form groups: those who identify as women on one side of the room and those who identify as men on the other side (see training tip above). Tell them:
- You have 20 minutes to define gender with your group.
- Write your definition on a flip chart and select someone to share with the full group.

5 After 20 minutes, invite each group to read their definition aloud. Then facilitate a discussion, posing such question as:
- What was this experience like?
- What was challenging about defining gender?
- What do the 2 definitions have in common?
- Are there any important differences?
- Would you expect any differences in how men and women experience gender?
- What is often misunderstood about the idea of gender?
- How do these definitions work for people who consider themselves transgender, or who identify with a gender different from the one that they were assigned at birth? For someone who does not identify with either gender?
- What if we combined the definitions of both groups?

6 Explain that the terms sex and gender are often used interchangeably, but they are not the same thing. Review key points about sex and gender (see boxes).

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**Training Tip:**
- Remember to adapt as needed if any participants identify as non-binary.

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**Key Points about Sex**

**Sex** has to do with biological and genetic matters.

In humans, male sex cells are called sperm and female sex cells are called ova or eggs. Male sperm can carry either an X or a Y chromosome. A female egg contains only the X chromosome. When the sperm and egg join, the resulting “receives one sex chromosome from each parent cell. The sperm cell determines the baby’s sex. If a sperm cell containing an X chromosome fertilizes an egg, the embryo is XX, or female. If the sperm cell fertilizing the egg contains a Y chromosome, the embryo is XY, or male.

These combinations of either XX (female) or XY (male) then determine the genital organs to be developed (penis, testicles, vagina, ovaries, uterus). They also determine what hormones eventually circulate in the body. A female (XX) eventually produces more estrogen; a male (XY) eventually produces more testosterone. Hormones also determine our ability to produce sperm or ova (eggs) and to give birth and breastfeed children.
Key Points about Gender

**Gender** refers to social/cultural ideas and expected roles and characteristics for women and men.

Gender relates to how we are perceived and expected to think and act as women and men because of the way our particular society is organized in a particular time, not because of our biological differences.

Gender norms vary across time and cultures. They reflect what is “supposed to be”—not necessarily what really is—according to cultural and societal norms, for example: Girls wear pink, boys blue; girls play with dolls, boys play sports; men are doctors, women are nurses; men wear pants, girls wear dresses.

Stereotypes of a person’s behavior or sexuality can be damaging because stereotypes tend to limit the full range of our human potential. If we accept stereotypes as guides for our own behavior, this can prevent us from determining our own unique interests, skills, and endeavors.

7. As a summary and transition discussion, ask the group for ideas on what gender and sexuality have to do with the topics we have been discussing, including leadership and sexual and reproductive health and rights. Then tell them:
   - Take 15 minutes to write in your journals about how you participate in replicating gender stereotypes.
   - Name 1-2 things you are going to do to reduce the power of harmful gender stereotypes and/or the use of harmful language relating to sexuality in your own community.
   - Try to revisit your reflections and plans often in your daily life and see how they mesh with your realities.
Sessions 3 & 4: Sexual Diversity & Closing

Learning Outcomes | Participants will be able to:
- Define the basic concepts of sexual diversity, including different sexual orientations and identities.
- Explain and question—including through artistic expression—their opinions about diverse sexualities and sexual rights.

TIME: 3.5 hours

SUPPLIES
- Flip charts, including one with discussion questions on it; Printed cards in 2 colors (so everyone has a card of each color); Pens or pencils; Masking tape; Glue; Scissors; Sheets of colored felt or foam; 5 x 5 masking-tape grid of 25 squares on the floor; Copies of the human rights “alarms” written on cards.

TRAINING TOOLS
- Handout: Sexual Diversity
- PPT Presentation: Sexual Diversity
- Trainer’s Answer Key: Alarm Game

PREPARATION
Materials/Room:
- Create a grid of 5 x 5 squares using masking tape, number each square 1-25 (see Alarm Game sheet for Part 5).
- Create 2 keys detailing “alarms” and facts on human rights.
- For Part 2, write selected terms in one color, definitions on another.

INSTRUCTIONS

PART 1: DIVERSITIES (20 min)

1. Bring the group together and review the learning outcomes, answering any questions that may arise (5 min).

Then explain:
- The next activity can help us to learn more about ourselves individually and as a group. We may cover some topics that some of us know nothing about. It is important to be transparent if we do not know something—it is OK to not know. Our participation here implies that we have enlisted to learn—this means that there are things that we do not know and that we are willing to learn. So let us begin with openness to new things.
- In this activity you will position yourselves in a line according to a series of categories. One end of the line will represent the most, and the other will represent the least.

Training Tip:
- Begin with something like height or lighter/darker hair (or age), so participants can try to line up without speaking. Sample categories are below, but use creativity to set parameters.
  - Age; Height; Number of times you have changed houses; Number of siblings you have.
2 Tell participants they have the right to ask people to change where they are standing—for example, opinions on skin color or height.

3 Name one category at a time, allowing them to move. After each time (or at the end of the activity), take 2-3 quick replies to questions like:
   ▪ Was that easy?
   ▪ How did you feel when you were asked to change where you were, etc.?

4 Gather the group back into a large circle and invite participants to share their experiences. Ask:
   ▪ How did you feel deciding where to stand?
   ▪ Which categories were easiest to decide for yourself?
   ▪ Which were most difficult?
   ▪ What was interesting about doing this with a group?
   ▪ Did anything happen that you did not expect?
   ▪ Were there any challenges for you?
   ▪ Are there topics that might make a group uncomfortable in an activity like this, such as: most masculine/feminine, sexiest?
   ▪ What can you conclude from this activity?

PART 2: SEXUAL DIVERSITY DEFINITIONS (20 min)

5 Introduce the activity, explaining:
   ▪ Building on our last diversity activity, we are now going to focus on defining terms related to sexual diversity. Some of this may be familiar, and some may take time to figure out. That is why we are here. It is one goal of this session.

Sample Terms and Phrases:

Before starting Part 2, decide how many and what terms to include, based on ideas or questions that have come up earlier. Below are sample terms and definitions:

**Sexual Orientation**: Expression of physical sexual attraction or sexual identity

**Heterosexual**: Sexual orientation in which a person is physically attracted to people of the opposite sex

**Homosexual**: Sexual orientation in which a person is physically attracted to people of the same sex

**Gay**: Homosexual (sometimes refers specifically to male homosexual)

**Lesbian**: Female homosexual

**MSM**: Men who have sexual relationships with other men but do not identify themselves as homosexual

**Bisexual**: Sexual orientation in which a person is physically attracted to people of both sexes

**Transvestite**: Person who dresses, uses cosmetics, and acts like a person of the opposite sex (also known as a cross-dresser)

**Transsexual**: Person who has taken measures to change his or her physical characteristics to completely resemble the sex to which he or she feels he or she belongs—for example, taking hormones and having surgery to have breasts removed/added, a penis removed or constructed

**Transgender**: Person whose identity and gender does not match the sex/gender they were assigned at birth, and who transition to the other gender. Some transgender people seek a bodily transition through medical assistance (hormones and/or surgery).

[Most of the above definitions are adapted from Gender or Sex: who cares? Skills building resource pack on gender and reproductive health for adolescents and youth workers. Sexual Orientation and Identity. Pg 27 (IPAS).]
For this activity, please form a big circle, facing one another.

6 Pass out cards in 2 colors, asking participants to take one of each color. Explain:
   - One card has a term on it, and the other a definition.
   - Look at your cards but do not show them to others.
   - Make sure that your term and definition do not match.
   - If you are not sure whether they match, ask for help.
   - Each of you must find the corresponding definition to the term listed on your term card.
   - Go ahead and move around the room and approach people individually to try and find the corresponding definition for your term. And give out your term to the person with the corresponding definition.
   - Remember that this is a learning exercise—if you do not know what your term means, we will figure it out together.

7 After participants find their matching cards, have them sit down. Facilitate discussion with such questions as:
   - Which terms do you feel were the easiest to match?
   - Are there any definitions you would change? How?
   - Which terms do you hear least? Why?
   - What terms do you think are most misunderstood?
   - How would you explain these terms to other people more clearly?

8 Distribute and review the Sexual Diversity handout.

9 Review the boxed key points.

Key Points about Sexual Diversities

- Working in sexuality education, we will hear terms we are not familiar with—for example, new slang—so it is important to build a culture where asking questions is fine. For example, people will just use the word trans to refer to both transsexuals and transgendered people.
- We will also hear people misuse terms—such as confusing transsexual, transgender, and transvestite. It is important that as leaders we strengthen our skills to educate in a safe, nonjudgmental, culturally appropriate way. We are practicing that now, with many of our group discussions.
- It is important to learn to use the terms correctly, because we never know when we might be speaking to someone who identifies using one of these terms. The person next to you might have a brother, aunt, or parent who identifies with some of the terms we discussed, and if we use a term in a derogatory manner or use the wrong term, we run the risk of offending, hurting, and alienating this person.
- One of the biggest stereotypes when talking about sexual diversity is that you can somehow tell how someone identifies by how they look, act, or sound. Please remember that this is an easy way to alienate someone and that many times, our assumptions are just plain wrong.

PART 3: SEXUAL DIVERSITIES & ORIENTATIONS (20 min)

10 Show the PowerPoint: Sexual diversity, providing a brief history on sexual orientation in a human rights context.
PART 4: OPINIONS ABOUT SEXUAL DIVERSITY (30 min)

11 Explain that, building on understanding sexuality and sexual diversity, we will explore our personal opinions.

12 Have participants take a pen, and sit in a circle. Pass out cards, one to each participant. Explain:
   - I will read a series of prompts. Finish each prompt on the card. Take only 10 seconds for each one—write your first thought, gut response for how to complete the sentence.
   - What you write will be shared, but anonymously, so do not write your name on it. Please be honest. This is how our best learning and discussion happens.

13 Read several of the following prompts (choose the ones that are most appropriate). Allow 10 seconds after each.

   Sample Prompts:
   - If I found out my brother was homosexual, I would think . . .
   - If I heard that my (male) coworker liked to dress as a woman at night, I would think . . .
   - If my brother confessed to me that he was irresistibly sexually attracted to other men . . .
   - If my friend confessed to me that her partner was not really a man but a woman, I would think . . .
   - If I found out my friend enjoyed sadomasochism with his partners, I would see it as . . .
   - If I knew that my father was obsessed with smelling and wearing women’s underwear . . .
   - For me, sexual diversity is . . .

14 After completing the prompts, collect the cards in a hat. Then deal them out randomly, so they are anonymous.

15 Ask participants to share some answers to each prompt, and to offer reactions. Then discuss such questions as:
   - What do the responses have in common?
   - What opinions do you hear a lot?
   - Which statements difficult to hear? Why are they so?
   - When you notice opinions that you disagree with, how do you react? How would you like to react?
   - How can we support each other in exploring and expanding our perspectives? Those of others?

Training Tips:

✓ These prompts may pose challenges as people conjecture. If the conjecture leads to negative assumptions, reframe the prompt.
✓ Some negative judgments or harsh language may arise and affect group dynamics. Offer nonjudgmental responses that stay within the parameters of the learning outcomes for this session.
✓ Remind the group that as leaders: 1) it is important to respect others’ opinions while also providing them new information that might modify their opinions, and 2) congruence is important.
✓ Possible ways to reduce personal risks or group tensions
   o Be aware of what information you are sure/unsure of. If you are unsure, say so.
   o Don’t allow serious personal experiences to be the focus.
   o Be aware of who is not participating. Do not force people to participate if they are unwilling to do so. If you see that someone is uncomfortable, try to understand the discomfort and clarify whatever points you need to address.
   o If someone is truly disrespectful or hurtful, ask them to change their behavior or to leave. Talk to this person alone later on.
PART 5: ALARM GAME (20 min)

16 Tell the participants they will look at some legal and political realities facing people of sexually diverse realities. Have them go to the side of the room, where the masking tape is arranged in a 5 x 5 grid. Explain:

- Your goal is to cross the grid without sounding an alarm, and each of you will attempt this individually.
- Some squares are alarm-free, and others set off an alarm.
- If you step on an alarmed square, an alarm sounds, and we will hand you an alarm card.
- If you get an alarm card, read it aloud (it has a statistic regarding sexual diversity, sexual orientation, and human rights). You can then return to the beginning of the grid, and the next person attempts to cross the grid.
- If you step on a square that an earlier participant already triggered, you will re-read the alarm for that square.
- The game ends when someone makes it all the way across the grid without sounding an alarm, or when all the alarm statements are read, whichever happens first.

17 At the end, ask volunteers to read any remaining alarm cards. Then discuss, drawing from sample questions as:

- What are some of the reactions you had?
- What did you learn from this activity?
- Which alarms went off?
- Do these alarms exist in your country?
- Why do you think these alarms exist?
- What, in your opinion, needs to change, and how do you feel this change can be brought about?

18 Close by reviewing the following key points:

- Each community will have different “alarms” depending on culture, language, and history.
- These alarms change over time, and we impact them by our own efforts to advocate for changing legislation and policies.
- These alarms represent the lived realities of many people, some of whom you may know personally, and others whom you may only hear about on the news.

PART 6: REVIEW OF SEXUAL RIGHTS (40 min)

19 Introduce the activity, explaining:

- Sexuality is a central part of every human being. Its full development depends upon the satisfaction of basic human needs such as the desire for contact, intimacy, emotional expression, pleasure, tenderness, and love. Full development of sexuality is essential for individual, interpersonal, and societal well-being.
- We will now discuss sexual rights—universal human rights based on the inherent freedom, dignity, and equality of all persons. Since health is a fundamental human right, sexual health is also a basic human right.

20 Review the list of sexual rights, boxed on next page.

21 After reviewing the list, ask participants:

- How do you believe these rights are protected in your particular communities/countries?
- How do you believe these rights are violated in your particular communities/countries?
- Are there other places/countries in the world where you know these rights are not respected?
LIST OF SEXUAL RIGHTS

The Right to Sexual Freedom: Sexual freedom encompasses the possibility for individuals to express their full sexual potential. However, this excludes all forms of sexual coercion, exploitation, and abuse at any time and situations in life.

The Right to Sexual Autonomy, Sexual Integrity, and Safety of the Sexual Body: This right involves the ability to make autonomous decisions about one’s sexual life within a context of one's own personal and social ethics. It also encompasses control and enjoyment of our own bodies free from torture, mutilation, and violence of any sort.

The Right to Sexual Privacy: This involves the right for individual decisions and behaviors about intimacy as long as they do not intrude on the sexual rights of others.

The Right to Sexual Equity: This refers to freedom from all forms of discrimination regardless of sex, gender, sexual orientation, age, race, social class, religion, or physical and emotional disability.

The Right to Sexual Pleasure: Sexual pleasure, including auto-eroticism, is a source of physical, psychological, intellectual, and spiritual well-being.

The Right to Emotional Sexual Expression: Sexual expression is more than erotic pleasure or sexual acts. Individuals have a right to express their sexuality through communication, touch, emotional expression, and love.

The Right to Sexually Associate Freely: This means the possibility to marry or not, to divorce, and to establish other types of responsible sexual associations.

The Right to Make Free and Responsible Reproductive Choices: This encompasses the right to decide whether or not to have children, the number and spacing of children, and the right to full access to the means of fertility regulation.

The Right to Sexual Information Based Upon Scientific Inquiry: This right implies that sexual information should be generated through the process of unencumbered but scientifically ethical inquiry, and disseminated in appropriate ways at all societal levels.

The Right to Comprehensive Sexuality Education: This is a life-long process from birth throughout the lifecycle and should involve all social institutions.

The Right to Sexual Health Care: Sexual health care should be available for prevention and treatment of all sexual concerns, problems, and disorders.

Adopted in Hong Kong at the 14th World Congress of Sexology, August 26, 1999
PART 7: RECOGNIZING RESPECT FOR SEXUAL DIVERSITY (40 min)

22 Explain that having explored sexual rights—what they are, how they are respected or violated around the world—we will take time to imagine how we can all respect sexual diversity and rights here in the training.

23 Have the group form four teams by counting off.

24 Once they are seated in teams, give each team 4 flip charts, foam boards, crayons, markers, giant markers, poster boards, scissors, glue, masking tape—plus any other resources you feel they need depending on how you direct the activity. Then tell them:
   ▪ Working as a team, you have 10 minutes to make a mini-mural representing sexual diversity on your 4 flip charts.
   ▪ You may use any symbols, drawings, or any kind of visual representation, but you cannot use words or phrases.

25 At the end, have each group put the 4 mini-murals together and display them along one wall of the room.

26 Once they finish the larger mural, discuss their impressions and the meaning of the drawings, asking:
   ▪ What symbols or drawings have you used to represent issues, and why?
   ▪ Are these symbols ones that anyone in your community would recognize?
   ▪ Now that we have discussed this, how might you change your mural?

27 Close with the following key points:
   ▪ We often do not recognize the ways in which we can violate another person’s sexual rights through the comments we make at an individual level, policies we enforce at schools or workplaces at an institutional level, and laws we enforce at a national level.
   ▪ To ensure that human beings and societies develop healthy sexuality, all societies must recognize, promote, respect, and defend every person’s sexual rights through all means.
   ▪ Sexual health is the result of an environment that recognizes, respects, and exercises these sexual rights.

Session 4: Conduct Closing
[For a reminder, see Day 1, Session 5]
Sexual Diversity

As you read the following information, please keep in mind that there is much diversity among those who call themselves by these terms. For every statement that can be made about such issues, there is someone who will disagree with it.

Gender Identity vs. Sexual Identity vs. Sexual Orientation

• Gender identity, sexual identity and sexual orientations are independent of each other.
• Gender identity is how you see yourself socially: man, woman, in between, or a combination of both.
• Sexual identity is how you see yourself biologically: male, female, or in between.
• Sexual orientation is which sex you find erotically attractive.

A transgender person is someone whose identity and gender does not match the sex/gender they were assigned at birth, and who transitions to the other gender. Transgender people fall into several categories:
• Trans woman: born male but identifying as a woman.
• Trans man: born female but identifying as a man.
• Nonbinary or Gender-Fluid: not identifying as male or female
• Intersex: born with a combination of male and female physiology. [The term hermaphrodite is considered stigmatizing; ‘intersex’ is now viewed as more comprehensive and appropriate.]

Some common terms that apply to transgender people are:
• A crossdresser or transvestite: someone who enjoys dressing as a member of the gender "opposite" from their birth gender, but is not choosing to change their sex permanently. For many, crossdressing behavior manifests itself from childhood and continues with time. For others it may be an occasional occurrence or a temporary one.
• Transsexuals: people who have taken measures — such as hormone therapy and/or sex-reassignment surgery — to change their physical characteristics to completely resemble the sex to which he or she feels he or she belongs. Transsexuals prefer to blend in as opposed to being conspicuous.

Gender variations are more common than most people suspect, because many people hide their true nature out of fear of being ridiculed and for their safety and security.

For additional information, check out the following web sites:
Basic Transgender, Transsexual, and Intersexual Information: http://ai.eecs.umich.edu/people/conway/TS/ES/TSES.html
Information about Coming Out of the Closet, Human Rights Campaign: https://www.hrc.org/explore/topic/coming-out
1 In Latin America, cases exist where women have been raped because they were found to be lesbians and where adolescents have taken their own lives because they were rejected by society and their family.

2 In Mexico, 30% of people identifying as gay or lesbian suffered homophobic teasing and humiliation during their childhood and adolescence. 8% were victims of physical violence.

3 According to Amnesty International, globally, lesbian women are twice as likely to be raped compared to straight women.

4 In Mexico, there have been 876 murders due to homophobia in the last 9 years.

5 According to Amnesty International, globally, lesbian women are twice as likely to be raped compared to straight women.

6 Teaching sex education without respecting sexual diversity means completely excluding 30% of boys and girls from safe practices.

7 For every homophobic hate crime that is reported, 3 go unreported because families think it is socially embarrassing to file a report.

8 Homosexuality remained a crime in Nicaragua up until 2008.

9 In some high schools, males must prove their masculinity by having sex with women to show they are not gay.

9 Even well into the 21st century, some gay adolescents are forced to undergo psychiatric and psychological treatments to “cure” their homosexuality, which include acts of torture that go against their dignity and their physical and mental well-being.
Session 1: Conduct “Daily Opening: Where Are We?” Activity (For reminder, see Day 3 Session 1)

Session 2: Experiential Leadership Outing

Learning Outcomes | Participants will be able to:
• Engage in physical activities that let them overcome their individual limits, offer support to their peers, and practice team leadership.

TIME: All day
SUPPLIES
○ Blindfolds, Pieces of bread

TRAINING TOOLS
○ None

PREPARATION
Materials/Room:
○ Write learning outcome on flip chart.
○ Create enough space for participants to stand as instructed.
○ Break bread into pieces, one for each participant.

INSTRUCTIONS

Training Tip:
✓ To eat bread with straight arms, participants will need to think creatively and cooperatively, and eat off someone else’s hand.

PART 1: EAT THE BREAD (20 min)

1 Have participants form a long line, so their fingers touch when they stretch their arms to the side (~3 feet apart).

2 Hand each person a blindfold to put on. Assist those who need help.

3 Tell participants:
   ▪ You are not allowed to speak, even to ask questions. Put your arm straight and forward, palm up.
   ▪ I will put a piece of bread in your hand. Your goal is to eat the bread. [Make sure you don’t say ‘your’.]
   ▪ To repeat: straight arms, no peeking or talking.

4 After a few people figure out how to eat the bread, have everyone remove their blindfolds. Then ask the group:
   ▪ What happened?
   ▪ What did you do? [Probe for different approaches.]
   ▪ How did you feel?
   ▪ What does this activity have to do with leadership? What did you learn about yourself?
   ▪ Is there anything else you want to share?

5 Wrap up with the following (if not already mentioned):
   ▪ Leadership presents new challenges that come with their own rules—we need to be aware and be prepared to act.
   ▪ We may have go outside our comfort zone to achieve our goals. How can feeling discomfort interact with leadership?
   ▪ Cooperating in new ways can affect what we achieve.
PART 2: OUTING (4-6 hours)

6 Tell participants:
   - In this outing, you will engage in activities that you may not have done before. The aim is to challenge yourself, get to know each other, and grow as a team.
   - You will pair up with another member of the team—it is important to get to know more about your partner. Depending on the activity, you may or may not stay paired. There may be times where we participate as a whole group.
   - Your mission is to fully participate and challenge yourself to accomplish your goals for the activity.
   - You will have X hours, which means returning at Y.
   - Then we’ll discuss, then do our feedback and reflection.

7 Form the partnerships (and any sub-teams), answer any questions, then give the group their instructions to begin.

8 Observe and support the participants as needed (see Training Tips).

PART 3: CLOSING (20 min)

9 At the end, bring the group back together. Depending on what fits the activity, ask such questions as:
   - How did you feel about what you did today?
   - What was most/least challenging for you, and why?
   - What did you observe that impacted you about the team?
   - What do you wish had been different for you? For the team?
   - What did you learn that is new for you?
   - How does what you did today relate to leadership?
   - Does this change how you will approach your work?

Training Tips:

- This outing provides opportunities for individual challenge and growth and for team building. It allows most participants to experience an activity that makes them confront and engage beyond their normal comfort zone. But it may also cause feelings of insecurity, fear, or embarrassment, so include only participants who have been a part of the larger group training process.
- An ideal outing provides leadership opportunities for those with experience in the activity and has attainable goals for all.
- Consider potential hazards and/or barriers to individual participants and think creatively about how to motivate and coach them to address perceived or real limitations. Consider the physical capacity of all participants, and plan activities accordingly.
- Lead by example, and provide encouragement, instruction, and caring support. Try to speak beforehand, and during the activity, with anyone who may hesitate, to encourage them. Offer alternative forms of participation if needed.
- Ideally, participants partner with someone they know less well.
- Sample past outings include the following: Long hike with challenging terrain (steep mountainside); Snorkeling; Kayaking/canoeing; Ropes course; Rappelling or caving; Ziplining; Climbing a structure, e.g., pyramid ruins or staircase.
- Consider safety: Be sure to bring adequate food and water supplies; sunscreen; insect repellent; an approved first-aid kit. (Ideally, a staff person should have some knowledge of first aid.) Add outside resource people if needed to ensure safety, well-being, and successful completion of the activity.
- The trainer and other support personnel participate in analyzing and sharing the events of the day.
Session 1: Conduct “Daily Opening: Where Are We?” Activity (For reminder, see Day 3 Session 1)

Session 2: Communication and Public Speaking

Learning Outcomes | Participants will be able to:
- Understand and apply the four components of an effective presentation: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.

TIME: 3 hours

SUPPLIES
- Markers; Flip chart; Index cards

TRAINING TOOLS
- None

PREPARATION
Materials/Room:
- Write learning outcome on flip chart.
- List 4 components of a presentation on flip chart: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.
- List types of staging on flip chart (theater, semi-circle, small groups, circle).
- Create or copy feedback sheets for presentations.

INSTRUCTIONS

PART 1: PRESENTATION SKILLS (1 hour)

1. Introduce the activity, explaining:
   - We’re going to spend the next half hour talking about presentation skills, which are very important as you start making your case for change in your communities.
   - The learning outcome for this session is to . . . [Read them.]
   - We’ll talk about four areas: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.

2. Discuss these questions with the group:
   - How do you feel when you present to the public?
   - What are your strengths in public speaking? Your weaknesses?
   - What is required for effective communication?

3. Chart responses to build a definition of effective communication. Then encourage participants, saying:
   - Many people are afraid of public speaking, and others feel comfortable right away.
   - Everyone can build on their skills to be most effective.
   - With this list, we can start thinking of how to prepare
   - Now we will look into the four key areas: 1) Crafting content. 2) Strengthening Style. 3) Practical planning. 4) Staging.
Review these Questions and Key Points on Communication:

- The important steps of preparing for a presentation are planning, practice, being flexible, and adapting to feedback.
- There must be congruence between our voice and body. If one’s voice is excited, the body must also be excited to convey the same emotion.
- Some tics (such as clicking a pen, putting our hands in our pockets or playing with our hair) can distract and even bother our audience.
- People sometimes get nervous because they think there is only one effective presentation style.
- Often, people can build on their own personalities to develop an effective, unique, and authentic presentation style.
- Volume, tone and tempo are part of the vocal variety that help the listener understand the meaning behind the words we are saying.
- Presentation style includes facial expression, pauses, tone of voice, movement, posture, and clothing—these are all important aspects of what we will analyze in this session so we better understand the impact of each.
- It is important to know your audience, get participants to share their experiences and generate personal interest in the presentation.

Crafting Your Content: Define the content: the fundamental message, key points, proof, examples, opening, and closing. Here are some questions to ask yourself when deciding on the content of your presentations:

- Who is the group, and what do they already know?
- What do you want them to understand or do differently, as a result of your presentation?
- What is the best way to reach them with your message (which stories, language, facts, messengers, presentation style)?
- How much time do you have?
- Does the group have special needs? How diverse is the group and how can everyone be included?

Strengthening Your Style: Here are some questions to ask yourself when assessing your style:

- How would you describe your style of speaking in front of groups? Interactive, subdued, loud, quiet, serious, humorous?
- What do you think works best?
- How would you like to strengthen your skills?
- Styles can be subdued, strong, loud, serious, quiet, or humorous and depend on how we use our bodies and voices.

Voice: Voice is the trainer’s main instrument. Emphasize the most important words or ideas. We will repeat the following sentences and analyze how the meaning changes when we vary our emphasis on different words:

- His grandmother passed away yesterday.
- I want a new car.

Tone: The tone of your voice suggests emotions (loud = excitement; quiet = force). Tempo is the speed (fast = excitement; slow = importance).

- Pauses bring attention to what is being said. They can give you time to think about how to move on to the next idea. They also give listeners time to process what you are saying.

Posture: Ask someone to go to the front of the room and model different posture styles that they have seen other presenters use, and to analyze how those postures affect the listener.

- To the extent possible, a presenter’s posture should be open and utilize the space available. Crossing one’s arms or hunching one’s back can limit our message.
- Standing with erect shoulders and one’s chin slightly raised helps create positive energy.
Training Tip:

✓ There is an excellent TED Talk by Amy Cuddy, about utilization of body language, found here (youtu.be/Ks_-Mh1QhMc).

Use of Space: We cannot always control the space, but to the extent possible, be sure you can see everyone in the audience.

- Different positions of the chairs create different environments in the room (school style is more impersonal compared to a circle, which is more interactive and intimate).
- Move around to use the space you have as much as possible.

Practical Planning: This refers to an organized flow of information that makes sense to the specific audience and fits within the allotted time. For example:

- In what order will I present information so that it flows clearly and easily?
- Who am I speaking to? Know something about who the audience will be.
- How much information can I present given the time allotted?
- What does my audience already know about this subject before hearing my presentation?

Optional Energizer Activity (15 min): If needed, the group can have an energizer activity at this point. This should be an activity that requires that the participants use their voices. In general, this session is lively and requires a lot of time, so if the group is ready, the energizer can be skipped.

Use of PowerPoint presentations or other audiovisual aids:

You need your audience to understand your content. Check that you have the necessary tools to ensure a fairly high volume and clear images that relate to your presentation.

Staging: How the room is staged impacts the types of learning that take place and the kinds of visual aids that you can use during a presentation. Consider the effects of each of the different types of staging and positioning of chairs, noting the positives and negatives of each and how each setup facilitates a different kind of learning, for example:

- Theater: Everyone is focused towards a “stage” and participants cannot see one another unless they are right next to each other.
- Semi-circle/U-shape: Participants can see one another as well as see a focal point in the middle, but the presenter may often have their back to certain people in the semi-circle.
- Cabaret style (small tables/groups): Presenter can move between small groups, but often participants can interact with those at their table only.
- Circle: All participants can see one another, but presenter must choose to either stand in the middle and always have their back to someone or join in as a member of the circle.
PART 2: PRESENTATIONS (2 hours)

4 Explain the activity, using the following steps:
   - Now that we have discussed the basics of presentation skills, each person will practice by giving a 3-minute presentation to the group.
   - Ask the participants to list “hilarious or ridiculous” topics—things they have always wondered about (such as the size of the universe) or that are silly and ridiculous (such as the secret life of iguanas).

5 Write down each topic on one side of an index card, and number the card on the back from 1 to X, depending on the number of participants. When there are as many named topics as participants, write the numbers on small pieces of paper, folding the paper so that the number is not visible. Then mix the numbers up in a container and have the participants randomly pick a number.

6 Give the participants the topic that corresponds to the number they selected, and explain:
   - You will give a 3-minute presentation on the topic you selected. The purpose of this activity is to hone your ability to speak in public. You can make up what you are going to say, but you must present it as if it were “real”.
   - You have 30 minutes to prepare your 3-minute talk.
   - Consider the skills we have discussed, such as developing your personal style, the audience’s learning needs, and the time available. Keep in mind your style, voice, visual aids.
   - We will come around to answer any questions.

7 Allow 30 minutes for participants to prepare. During this time, calculate how many minutes you have for each presentation (including feedback), and allowing 10 minutes at the end for wrapping up key points. (Plan that each person gets about the same amount of feedback.)

8 After 30 minutes, bring the group back together, saying:
   - I will let you know when you have 1 minute left, by holding up an index card with a 1 on it. When your time has finished, I will hold up a card with an X on it.

9 Facilitate the presentations. After each presentation, encourage feedback. Then ask the presenters:
   - How did that feel?
   - If you had more time to prepare, what would you do differently?

10 After each presentation, ask the large group:
   - Did you learn anything new?
   - What worked well in the presentation?
   - What constructive changes would you suggest?
   - What insights did you gain?

11 Gather the group together, asking:
   - What is one presentation skill you became more aware of after this session?
   - Remember: you can always learn by watching others present (announcers, friends, politicians).
Session 3: Individual Leadership: Skills Profile

Learning Outcomes | Participants will be able to:

- Create a profile of leadership skills; identify their own leadership skill development needs.
- Prepare a Personal Development Plan.

**INSTRUCTIONS**

1. Introduce the Skills for Career And Life Effectiveness (SCALE®) assessment, explaining:
   - The SCALE® assessment is used to measure our current skill level in numerous areas, helping us to become effective leaders. There are very concrete things we can do to improve our skills. As a group, we will learn about each of these different skills areas and how they can impact our leadership.
   - A “low” score does not mean that we aren’t good at a particular skill, but rather that we have to develop it further.
   - Your SCALE® profile and report reflect a snapshot of where we are in our current development, and may change over time depending on our current state of mind or experience. For example, our self-esteem will be very different after a break up with a partner than after having completed a Master’s Degree.

2. Ask the participants:
   - What other factors can influence our leadership at any time?
   - Why is it important that we know our leadership skills?

3. Explain:
   - Before analyzing our individual results in SCALE®, we should understand exactly what skills are being measured and why.

**TIME:** 2 hours

**SUPPLIES**
- Projector and screen

**TRAINING TOOLS**
- Skills for Career And Life Effectiveness (SCALE®) Assessment – available online only, purchase through MMHA Catalogue.
- Skills for Career And Life Effectiveness (SCALE®) Profile with results (generated online for each participant after they complete the assessment).
- PPT Presentation: Personal Development Plan, slides 9-18

**PREPARATION**

**Materials/Room:**
- Write learning outcomes on flip chart.
- Arrange for projector and screen.

**Trainer:**
- Review SCALE® results of all participants (on Day 2 they were instructed to turn in their results by Day 4).
- Make sure the room is dark enough for the PowerPoint to be visible and that the projector/system is audible.
MODULE 1
DAY 5

4 Form small groups of 3-4 people, then explain:
   ▪ You will present 2-3 different skills, found in the list of skills definitions in your SCALE® report. Read about each skill and discuss it to make sure everyone in the group understands. Share examples of how you use this skill in your life, and how you observe it in leaders you admire.
   ▪ Decide together how to present the skill to the group so everyone understands what it is and what it looks like in a leader or in each other. You can use any method you like to present the 2-3 skills you selected to the group: theater skit, formal presentation, debate, radio, talk show, etc. You have 15 minutes to prepare.
   ▪ Presentations should be 5 min. Include such points as:
   - What the skill is, how it is used, and how the application of the skill can be measured
   - What a high score means
   - What a low score means
   - How it relates to the other scales

5 Allow 15 minutes for the groups to prepare and 5 minutes for each group to present. After each presentation, facilitate a quick recap of the skills presented, making sure to answer any questions from the participants. As needed, take some time to explain the difference between assertion and aggression, and interpersonal deference, and how they relate to one another.

6 Transition to participants’ own SCALE® profiles, explaining:
   ▪ Now that we have seen what each skill is, we will analyze our own individual assessment results to see which skills we have developed and which ones we need to develop more. [If participants answered the SCALE® questionnaire honestly, they will have at least a couple of areas for development. If all areas are strengths / well developed, then consider retaking the assessment.]
   ▪ Because individual results are personal, each person’s individual results should only be shared with their consent.

7 Using slides 9-14 of the PowerPoint “Personal Development Plan,” explain the location of each skill on the SCALE® profile. Then, tell participants:
   ▪ Your profile includes a colored map sheet with a line indicating where your skill comes out on the scale. [Explain what the colors mean (develop, strengthen, enhance). Make it clear that the scales with scores in red are the ones that need to be developed via various activities, which they can learn about in their SCALE® report and the standalone learning modules in the report that provide more in-depth information.]

8 After reviewing the slides 15-18 of the PowerPoint, facilitate a group reflection and discussion, as follows:
   ▪ Take a moment to reflect on your own personal scale. Do you agree with the rating of your skills? Is SCALE® a good “mirror” for them? Why or why not?
   ▪ Ask participants to gather with their country teams and take 5 minutes each to share two of their highest scoring skills.
   ▪ Ask participants how they think they can use their results for their own personal or team development, using the final slide.
MODULE 1
DAY 5

Sessions 4 & 5: Introduction to Country SRHR Maps and SWOT Analysis & Closing

Learning Outcomes | Participants will be able to:
• Name the strengths, resources, needs, and challenges relating to adolescent SRHR in their country.
• Identify the strengths, weaknesses, opportunities, and threats (SWOT) of the state of SRHR in their communities.
• Identify the internal strengths and weaknesses of their own Leadership Action Plan (LAP) groups.
• Identify the external threats and opportunities that exist for their LAP groups.

INSTRUCTIONS

PART 1: PRESENTATION/DISCUSSION (25 min)
1. Tell the group you are going to discuss the country SRHR maps, explaining:
   ▪ You will work on these maps with your team all week.
   ▪ You will have 15 minutes to present your SRHR map to the group at the end of the week. In the meantime, the GOJoven Resource team will check in with you to see how you are doing.
   ▪ Knowing oneself is extremely important to strengthening our capacity as leaders, and it is equally important to do the research to learn about your context (community, region, country) to strengthen SRHR outcomes.
   ▪ To influence and develop programs, policies and laws in support of SRHR in your country, you will need to have a good understanding of the SRHR context.
2. Ask the group to brainstorm what information they will need to develop good policies and programs that are fundable. Examples of such information include: ASRH statistics, policies, laws, programs, and organizations.
3. In teams, have participants draw a map of the region in which they will be working. Explain that:
   ▪ Throughout the week, the teams will fill in that map with the kinds of information that they need to accurately describe the state of SRHR in that region, along with the possible sources for that information.
   ▪ A team can draw the outline of a District or State, and write down maternal mortality rates (state census).
   ▪ Examples of key statistics are: number of teen pregnancies; number of people with access to health services; rates of unmet contraceptive need; profile of population by ethnicity, gender, and language.

TIME: 1.5 hours

SUPPLIES
○ Large blank paper; Markers

TRAINING TOOLS
○ Handout: Country SRHR Map Indicators

PREPARATION
Materials/Room.
○ Write learning outcomes on flip chart.

Trainer:
○ Review participant binder materials.
MODULE 1

DAY 5

- Additional examples are listed in the Handout: Country SRHR Map Indicators. While preparing their Country SRHR Maps this week, the teams can do online research to collect as many relevant statistics as needed.

PART 2: MAPPING AND SWOT ANALYSIS (30 min)

4 Explain that SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and that it is a tool that enables a person or group to prepare for action or set the stage for a program or process.

- Ask participants to take out the information that they have brought with them to the training based on their pre-training assignment. Now they will analyze the strengths and weaknesses/challenges that exist in SRHR in their specific region/area.

- By analyzing the statistics and state of their community/region/area, they can identify it as a strength, weakness, opportunity, or threat. For example, a lower rate of HIV infection can be a strength; a new law/policy can be an opportunity; increasing rates of maternal mortality can be a weakness; and a particularly conservative Congress/Parliament can be a threat.

5 Encourage participants to consider various dimensions of the situation in their SWOT analysis. [See box.]

Considerations to List in Your SWOT Analysis
Below are common factors, but you may consider others.

Describe the problem using SRH statistics:
- HIV prevalence among youth
- Teen pregnancy rate/fertility rate
- Maternal mortality rate overall/among teens
- School drop-out rate due to pregnancy
- Abortion rates among youth
- Rates of gender-based violence

Institutional:
- Government—primary government agencies working on ASRH
- Primary international organizations working on ASRH
- Primary local organizations working on ASRH
- Existing programs
- Donors—Agencies that you know fund ARSH efforts

Cultural:
- Church—Primary churches and how they impact ASRH
- Social norms and taboos regarding ASRH
- School systems—How they treat ASRH

6 Reflect with the group on what they have learned in their explorations so far, asking:
- What areas do you feel need to be worked on? How would you improve what needs changing?
- Did you find that you had all of the information you wanted? Do you know how you can locate missing information? Cite potential resources if possible.
- These SRHR maps are always evolving. You may still need useful information regarding SRHR in your area.
- After you have these lists, you can develop an improvement plan.

PART 3: TEAM SWOT ANALYSIS (35 min)

7 As we know, a SWOT analysis enables us to prepare for action or set the stage for a program or process.

- Now that they have analyzed the strengths and weaknesses/challenges that exist in SRHR in their specific region/area, tell participants that they will now have the opportunity to analyze how they as a team can have an impact on this situation.
By analyzing the SWOT of their LAP team, they can identify their own team strengths, weaknesses, opportunities, or threats in terms of the work they plan to do in their LAPs. For example: a strong technical knowledge of HIV can be a strength; a new health center or upcoming health fair already planned in the community can be an opportunity; an absent or non-communicative LAP team members can be a weakness; and the possibility of a team member losing their job at their organization may be a threat.

Describe the issue(s) you will be addressing in your LAP:
- HIV prevalence among youth
- Teen pregnancy rate/fertility rate
- Maternal mortality rate overall/maternal mortality rate among teens
- School drop-out rate due to pregnancy
- Abortion rates among youth
- Rates of gender-based violence

Review the four elements of SWOT. [See box.]

SWOT: What Are the Four Elements?
- LAP team strengths are things that are working well. These could be the team’s actions, approaches, mechanisms, skills, talents, work culture, or financial and human resources, which they must maintain and reinforce to achieve their LAP.
- LAP team weaknesses are things that are not working well, such as the team’s personal conflicts, bad communication, actions, approaches, mechanisms, or resources, which they must change, improve, or resolve to achieve their LAP.
- LAP team opportunities are those that exist, now or in the future—funding, new organizations, favorable new laws/policies, new leadership in key organizations—that are worth pursuing and paying attention to achieve LAP results.
- LAP team threats are possible obstacles that exist—those things that now or in the future could make the team’s LAP work together difficult. These can include team members’ job security; availability to work on the LAP; or laws, policies, or religious tendencies that would make their work difficult.

Guide a discussion using the following questions:
- What have you learned from your explorations of SWOT?
- What areas do you feel need to be worked on? How would you improve what needs changing?
- What kinds of things can you as a team do to turn the weaknesses into strengths? To minimize the threats?
- Reminder: You and your country team are always evolving and changing. More strengths and weaknesses will become apparent as you keep working together.
- Opportunities and threats can change quickly!
- This is an ongoing process; you need to keep up with it.

Session 5: Conduct Closing
[For a reminder, see Day 1, Session 5]
Gather as much information as possible about sexual and reproductive health and rights in your country. Do not worry if you cannot find information about all the topics listed.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number of inhabitants in the country</td>
</tr>
<tr>
<td></td>
<td>• Number of young people (15-29 years of age)</td>
</tr>
<tr>
<td></td>
<td>• Life expectancy at birth</td>
</tr>
<tr>
<td></td>
<td>• Infant mortality rate (children under 1 year per 1,000 live births)</td>
</tr>
<tr>
<td></td>
<td>• Development indicators (UNDP)</td>
</tr>
<tr>
<td></td>
<td>• Marginalization index by region of your country</td>
</tr>
<tr>
<td></td>
<td>• Percent of the population living in rural vs. urban areas, and percent of young people living in each of these categories</td>
</tr>
<tr>
<td></td>
<td>• Percent of people living Under the poverty line</td>
</tr>
<tr>
<td><strong>Sexual and Reproductive Health and Rights</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Main causes of morbidity for young people by five-year age groups (15-19, 20-24, 25-29)</td>
</tr>
<tr>
<td></td>
<td>• Main causes of mortality for young people by five-year age groups (15-19, 20-24, 25-29)</td>
</tr>
<tr>
<td></td>
<td>• % of young people enrolled in the country's healthcare systems. % of young people without access to health services.</td>
</tr>
<tr>
<td></td>
<td>• Maternal mortality rate for young women (number of deaths of women between 15 and 29 for every 100,000 women in that age group).</td>
</tr>
<tr>
<td></td>
<td>• Adolescent fertility rate (number of births per 1,000 women ages 15 to 19)</td>
</tr>
<tr>
<td></td>
<td>• Prevalence of use of contraceptive methods (% of women currently using, or whose sexual partner is currently using, at least one modern contraceptive method)</td>
</tr>
<tr>
<td></td>
<td>• Prevalence of HIV/AIDS in young people ages 15 to 29</td>
</tr>
<tr>
<td></td>
<td>• Prevalence of other STIs in young people ages 15 to 29</td>
</tr>
<tr>
<td></td>
<td>• Number of abortions recorded in young people ages 15 to 29 (Frequency of abortion-related hospital morbidity in young women ages 15-29)</td>
</tr>
<tr>
<td></td>
<td>• Status of legislation related to abortion in your country</td>
</tr>
<tr>
<td></td>
<td>• % of national or local government budget for sexual and reproductive health programs for young people</td>
</tr>
</tbody>
</table>
Session 2: Personal Development

Learning Outcomes | Participants will be able to:
- Receive individual support and feedback on their personal development plan.
- Create a personal development plan using the Career Planning Workbook©.
- Process the necessary steps to complete their objectives and commit to completing them.

INSTRUCTIONS

PART 1: ANALYSIS OF SKILLS (30 min)

1. Introduce this activity, explaining:
   - We all have skills, and we all have areas where our skills need strengthening. To add to or strengthen our skills, we need to identify these and create a plan that will enable us to accomplish the tasks necessary to that end. Therefore, today we will be focusing on creating this plan.
   - Now I will share a presentation on personal development planning, showing how our skills profiles guide us in identifying personal and professional goals.

2. Show PowerPoint slides 19-24. Then, lead a discussion on leadership development in SRHR, noting the answers on a flip chart. Sample questions:
   - Who is responsible for our development as leaders?
   - Why is it important to be concerned about our own development?
   - Who has a personal development plan?
   - Who or what can help me to accomplish my goals?
3 Review and explain the following concepts:
   - Current skills/competencies and those developed in the future during career planning complement each other; planning is an especially important step. However, the implementation of the plan and ongoing feedback on the various aspects of the plan are even more important in helping us reach our goals.
   - To complete the Career Planning Workbook©, read and follow the instructions, without skipping from one section to another. Complete it in chronological order. By the end of the session, participants need to have completed the Personal Development Planning worksheet on p. 41 of the workbook.
   - Hand out the Self-assessment of Leadership Competencies worksheet, explaining that this leadership competency diagnostic tool will help them identify their own leadership skills, which will be useful in creating their personal development plan.

PART 2: CAREER PLANNING WORKBOOK© (2 hours)

4 Explain that the next 2 hours are for working individually to complete the Career Planning Workbook©. Add:
   - The goal for this activity is to self-assess our own career path to date and create a personal development plan to implement over the next 9 months.
   - We will be using a career planning workbook, developed by The Managers’ Mentors, Inc. This tool helps you create and develop action plans for goals based on your career and life needs.
   - The resource team will be available during this session and will come around to answer any questions you may have in the process. Take a minute to create a comfortable work place.

5 Distribute the Career Planning Workbook© and worksheet, and explain:
   - Start on page 10 and ignore page 19, as you will not use that activity at this training.

6 Emphasize the importance of this exercise, stressing:
   - We almost never have the opportunity to reflect on the path that our lives take. Sometimes we study a subject matter just to please our family or because it is most accessible, without questioning what we really value and are interested in.
   - Give yourselves this gift of two hours to reflect!

Training Tips:
- Make sure to find time to meet individually with each participant sometime during the remainder of training module 1 to discuss their personal development plan. Refer back to the instructions in this session when you meet.
- It is very likely that the participants will want to sleep or distract themselves by watching television or listening to music while they complete this workbook. Encourage them to concentrate.
- If they want to leave the training room, ask that they let you know where they are going to be while they complete this exercise. Often, it is important to walk around among the participants and observe how the process is going.
- At the end of the two hours, they should at least be formulating their objectives—be they short, medium or long-term—to be able to create a concrete development plan that they can implement over the next 9 months.
# Self-Assessment of Leadership Competencies

This information is for your personal use and will help you to build your leadership competencies development plan. Place a check in the box that best reflects your current situation, using the following scale:

- **1=** I have an idea of what this skill is
- **2=** I have practiced this skill occasionally.
- **3=** I apply it often.
- **4=** I can explain it to others.
- **5=** I apply this skill often. I can help others apply it and give them feedback about their performance.

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill / Characteristic</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Focus your actions as a leader on the principles of gender equity, social justice and human rights.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Clarification of values; the ability to know your own values and those of others when dealing with issues related to your work.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>Develop skills as a visionary leader, including clearly articulating a vision of change.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>Develop a collaborative vision.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>The ability to develop leadership in others.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>Self-assessment skills and the ability to continue developing as a leader.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>Strategic thinking; Identify and analyze situations, causes, interventions and obstacles, especially for young people.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8</td>
<td>Recognize and take advantage of opportunities to make change.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>Learn when and how to take risks, both personal and organizational.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>Effectively communicate your message/agenda using the media.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11</td>
<td>Build and strengthen political will needed to address challenges in SRHR.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12</td>
<td>Build collaborative multi-sectoral relationships and networks by identifying common values.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13</td>
<td>Build and sustain teams with diverse members (ethnicity, religion, political affiliation, socioeconomic status, sexual identity, gender identity, etc.).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14</td>
<td>Negotiation skills; Use commonalities &amp; points of conflict to overcome differences &amp; reach agreements.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15</td>
<td>Learn and communicate effectively about contraception and SRHR, based on proven, evidence-based information and practices.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16</td>
<td>Identify and secure resources to support your actions and programming.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17</td>
<td>Develop results indicators and measurement/evaluation tools.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
WORKSHEET

Personal Development Plan

For the individual coaching session on personal and professional development, it is important to list the following information. Several versions of this form can be completed, one for each specific development objective.

Name: ________________________________  

Career goal: *(Have XXX position by XXX date)*___________________________

Target date of completion: ________________  

Development Objective # ________________________________

*(Have XXX certification by XXX date)*

Note: In the table below, the first row under the headers is filled in as an example.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Target Dates</th>
<th>Required Resources</th>
<th>Comments and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Obtain the criteria for certification</td>
<td>DATE</td>
<td>Access to Internet and school web page</td>
<td>Print the criteria and start a file</td>
</tr>
</tbody>
</table>


Session 3: Program Planning

Learning Outcomes | Participants will be able to:
- Understand the basic elements of the planning cycle and a program plan.
- Apply the SMART model to the creation of an objective.

**TIME: 2 hours**

**SUPPLIES**
- Flip chart; Markers; Note cards; Sheets of paper; Pencils

**TRAINING TOOLS**
- Handout: Planning Cycle
- Handout: SMART Table
- Handout: List of Poorly Written Objectives
- IPPF’s Guide for Designing Results-Oriented Projects and Writing Successful Proposals

**PREPARATION**

**Materials/Room:**
Prepare the following flip charts. Refer to the boxed text on the right.
- Learning outcomes for the session
- An illustration of the planning cycle
- Definition and criteria of SMART objectives
- Definitions of “goal” and “objective” [then cover both sheets]
- Well-written goal (top of sheet) and poorly written goal (bottom of sheet) [Fold the sheet to show only the poorly written goal]
- Repeat with a well-written objective and a poorly written one
- A list of poorly written objectives for the group to edit

**Trainer:**
- Review participant binder materials and training tips.
- Review pp. 16–29 of IPPF’s Guide for Designing Results-Oriented Projects before conducting this session.
- Make copies of handouts.

---

### Text for Preparing the Flip Charts

**Goal:** The desired result – a general long-term change – that you wish to see, such as a change in health behavior or public policy.

**Objective:** The intermediate changes that you would like to see in the focus population or environment. These are the desired results of your project in a specific location and time period.

**Poorly written goal:** “To increase awareness of HIV in Mexico”

**Well-written goal:** “To improve the lives of young people (ages 15-29) in Cancun by reducing the HIV infection rate.”

**Poorly written objective:** “Train 60 peer educators to promote the ability to practice less risky sexual behaviors.”

**Well-written objective:** “At the end of this 3-year project, increase condom use among sexually active young people (between the ages of 15 and 24) in X school.”
INSTRUCTIONS

PART 1: THE PLANNING CYCLE (30 min)

1. Read aloud the objectives for this session and answer any questions from the participants.

2. Lead a discussion about what planning is and why it is important, using sample questions:
   - What did you do the week before you came here?
   - Which activities made it possible to come? Why?
   - If you had more time/resources, what would you have liked to do to prepare for this training?

3. Review key points about planning, by explaining:
   - We all plan. Sometimes for small things like an outing, other times for long term, complex projects like your leadership action plans.
   - If we have one plan, Plan A, we also need to have a Plan B and Plan C. This helps us anticipate and adapt to changes.
   - Plans let us look ahead so we can perform the necessary steps to achieve our goals and have time to prepare—for example, buying tickets for travel beforehand).
   - A plan is a framework that allows us to achieve what we wish to do and improvise when necessary. Sometimes we need to revise and reconsider parts of our plan.

4. Distribute the Planning Cycle handout and introduce the three stages of the Planning Cycle:
   - Stage 1: Identifying resources and needs
   - Stage 2: Setting goals/objectives using the SMART method
   - Stage 3: Monitoring and evaluation

5. Present Stage 1: Identifying Resources and Needs. Explain:
   - The evaluation of resources and needs lets us find out what the situation is like in the community/population where we are going to be working.
   - This must be within the context of what you hope to accomplish. Keep in mind that every activity or plan has its own unique set of needs.
   - There are certain things to take into account when analyzing resources and needs (language, cultural practices/values, potential partners, infrastructure/space, political will, etc.).

6. Discuss Stage 1, using sample questions:
   - What would you want to know before starting your plan?
   - What would be important for someone to understand about your community?
   - What resources are available that will impact your plan, and what is needed?
   - How can you gather information from the community: surveys; focus groups; individual interviews, etc.?

7. Have participants create a chart including columns of what they hope to achieve, what resources they will need to achieve this, and what they need in order to begin.

8. Present Stage 2: Setting Goals and Objectives, saying:
   - Goals and objectives describe the content of the project, and help us structure the activities we want to implement in order to achieve what we set out to do.
Define “goal”, referring to the flip chart, and explain:
- A single project usually doesn’t achieve the goal by itself, but will contribute to it. The goal is not typically measured during your project.
- **A goal should:**
  - Refer to the major issue addressed in your project
  - Refer to your specific population and location
  - Use clear terminology
- **A goal should not:**
  - Describe your activities (like training or services)
  - Use jargon or abbreviations

Refer to the “poorly written goal” flip chart, and ask:
- Is this goal well-written, or poorly written? Why?
- What would improve it? [Guide them toward a goal similar to the “well-written goal,” and discuss how it is improved.]

Refer to the flip chart, and explain:
- The objectives need to be achievable and measurable within the existing time and project budget.
- Writing clear objectives at the start of a project helps you evaluate your progress later.

Distribute the SMART Table handout and introduce the SMART Method, explaining:
- Each of our objectives should meet the SMART criteria, which measures effectiveness:
  - **S = Specific:** Specify the population/environment
  - **M = Measurable:** To facilitate monitoring and evaluation
  - **A = Appropriate:** To your expertise and organization
  - **R = Realistic:** Achievable with available time and money
  - **T = Time-bound:** Within a specific time frame

Read the “poorly written objective” flip chart. Then assess if it fits SMART guidelines, asking:
- Is it Specific enough?
- Is it Measurable?
- Is it Appropriate?
- Is it Realistic?
- Is it Time-bound?

Ask the group to edit the objective so that it is SMART.
[Guide them toward an objective similar to the “well-written objective.”]

Refer to the “poorly written objective” flip chart. Then assess if it fits SMART guidelines, asking:
- Is it Specific enough?
- Is it Measurable?
- Is it Appropriate?
- Is it Realistic?
- Is it Time-bound?

Ask the group to edit the objective so that it is SMART.
[Guide them toward an objective similar to the “well-written objective.”]

PART 2: WRITING SMART OBJECTIVES (40 min)

Distribute the list of poorly written objectives and explain that the group will revise the list of poorly written objectives [from the flip chart] into SMART objectives.

Review that well-written objectives should identify:
- Who the change will reach
- What change will occur
- When (in what time period) the change will occur
- Where (in what location) the change will occur

Review IPPF Guide for Writing Results-Oriented Proposals, especially the list of good/bad verbs used in writing objectives on pg. 14 of the Guide. Give example below:
- Objectives should use action verbs (“improve”) to indicate change. Avoid verbs that refer to activities (“train”).

**Training Tips:**
- Participants can do this activity individually, or the group can do 2 of the objectives together with participants complete the last 3 objectives individually, then review the results together as a group.
- Doing the activity this way allows participants to gauge privately how well they understand the concept of SMART objectives.
PART 3: MONITORING AND EVALUATION (20 min)

18 Explain that this session will provide a brief overview of monitoring and evaluation (M&E). A later session will provide detail on how to conduct M&E and how to write process and results indicators.

19 Ask what we already know about M&E:
   - Why are monitoring and evaluation important?
   - What types of M&E are you aware of?
   - Which one measure process? Which measures results?
   - How would you measure process and results in your project? How would you prove that the issues addressed in your project have improved/changed?
   - Who are the best people to gather this information?
   - How frequently should you gather evaluation data?

20 Review key points about monitoring and evaluation:

   - **M&E ensures we are fulfilling the needs** of the population we are working with. The results of our M&E determine what to change or improve.
   - **Monitoring** is an ongoing check. We monitor a project by checking several sources of data to see if we are on target for reaching our objectives within our timeframe.
   - **Evaluations** assess both the process of a project and the result of that process (outcome).
   - A **process indicator** provides evidence that the project is on the path to achieving an objective. It provides information about the activities being implemented.
   - A **result indicator** determines if a desired change has occurred. The evaluation measures the indicators. Each objective should have both process and result indicators that you can monitor periodically.
   - A **needs assessment** is a baseline to measure change.

PART 4: PLANNING THE PARTICIPANTS’ VISIT (30 min)

21 Tell the participants that they will now show one another the different parts of a program model.

22 Divide them in 3 teams, explaining their options to show, rather than tell, their answers to the assigned questions:
   - Develop a 3-minute skit to show the ups and downs of each element of a program.
   - Use materials, drawings, or nearby items for visual aids.

23 Present each team with their questions:
   - Team 1: What is planning? What are the elements of planning? Why is planning important?
   - Team 2: What are the elements of both goals and objectives? How does a goal differ from an objective?
   - Team 3: What is monitoring and evaluation? Why do we do them?

24 Allow each team 8 minutes to prepare before briefly presenting.

25 Revisit the learning outcomes, and summarize the importance of program planning.

**Training Tips:**

- If participants are unable to come up with activities, suggest that they model how an activity takes place without planning, and then what that same activity would look like with planning.
- For example, stage a skit about a family going on a picnic with no plans for the outing and the bad/funny results from that, and then stage a skit where the family takes time to plan their outing.
The Planning Cycle

- Needs Assessment
- Objectives
- Activities
- Monitoring and Evaluation
### SMART Table

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
<th>Among sexually active people (ages 15-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
<td>Increase knowledge . . .</td>
</tr>
<tr>
<td>A</td>
<td>Appropriate</td>
<td>About the correct and consistent use of the condom . . .</td>
</tr>
<tr>
<td>R</td>
<td>Realistic</td>
<td>Relevant to the context of X Community</td>
</tr>
<tr>
<td>T</td>
<td>Time-bound</td>
<td>At the end of the 3-year project . . .</td>
</tr>
</tbody>
</table>
Convert the poorly written objectives below into **SMART Objectives**:

1. Publish a sex education guide for teachers in Tocoa, Honduras.

2. Establish a Youth Council for young people ages 18 to 24 at Landivar University.


4. Increase condom use at the national level.

5. Include sexual diversity in the training manuals for health providers in the Gracias a Dios Department of Honduras.
MODULE 1
DAY 6

Sessions 4 & 5: Introduction to Institutional Strengths Analysis & Closing

Learning Outcomes | Participants will be able to:

- Explain the steps needed to conduct an institutional strengths analysis in their organization

TIME: 30 minutes

SUPPLIES
- Flip charts; Markers

TRAINING TOOLS
- Worksheet: Institutional Analysis

PREPARATION
Materials/Room:
- Write learning outcome on flip chart.
- Make copies of worksheet.

Trainer:
- Review Participant Binder materials and training tips.

INSTRUCTIONS

1. Introduce the activity, explaining:
   - Before the next training, each of you will carry out an institutional analysis to better understand your organization.

2. Describe what is meant by “institutional analysis” and how it can be used.

3. Explain how this analysis will help participants:
   - Advance your professional growth as a leader in ASRH;
   - Better support your organization’s efforts; and
   - Know how to integrate your LAP into your organization’s goals and mission.

4. Review the process of the analysis, explaining:
   - When you return to your organization, schedule a meeting with the director of the organization. Explain the purpose of the interview, and that it will take about 45 minutes. You may decide to share the questions in advance.
   - During this meeting, first talk to the director about:
     - What you learned in the first GOJoven training.
     - Which capacities you are strengthening to better contribute to the organization’s goals.
     - That you are doing an institutional analysis as part of your GOJoven training to better understand and strengthen the organization’s work.
   - Then, ask the questions on the institutional analysis sheet. You will receive an institutional analysis sheet via email and will need to complete and return it to GOJoven before the next training session.

5. Distribute the worksheet to review, saying:
   - We are happy to answer any questions you might have.

Training Tip:
- Some participants may not have had direct contact with the director of their agency, so provide an opportunity for them to explore possible scenarios when they request the interview. This will give them the chance to talk about any concerns they may have about the assignment.

Session 5: Conduct Closing  [For a reminder, see Day 1, Session 5]
# WORKSHEET

## Institutional Analysis

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The goal of my institution is....</th>
<th>Our long-term vision is....</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of my program is....</td>
<td>The number of people that work in my institution is....</td>
</tr>
<tr>
<td>The objective(s) that affect(s) me the most is/are....</td>
<td>Our annual budget is....</td>
</tr>
<tr>
<td>The activities that I participate in to achieve these objectives are....</td>
<td>Our funds come from....</td>
</tr>
<tr>
<td>The things we do well or that have been successful are....</td>
<td>My future plans in my institution are....</td>
</tr>
<tr>
<td>Our work impacts...</td>
<td>What I can do to strengthen my institution is....</td>
</tr>
</tbody>
</table>
Session 1: Conduct “Daily Opening: Where Are We?” Activity (For reminder, see Day 3 Session 1)

Sessions 2a & 2b: Important Trainer Note

✓ This time slot includes two activities that take place simultaneously:
  • Session 2a is Introduction to the Leadership Action Plan (LAPs).
  • Session 2b is Personal Development Coaching Sessions.
✓ However, in the following pages the instructions for Session 2a precede the instructions for Session 2b.
✓ While groups are working on their LAPs, the trainer should signal one individual at a time leave their LAP group for their individual coaching session.
✓ Be sure you have arranged for adequate private space for the coaching sessions.

Session 2a: Introduction to Leadership Action Plans (LAPs)

Learning Outcomes | Participants will be able to:
  • Understand how the LAPs fit into the GOJoven program.
  • Plan the next steps to begin designing their LAPs as a team.

TIME: 3 hours

SUPPLIES
  o Flip charts; Markers

TRAINING TOOLS
  o Worksheet: LAP Team Member Roles
  o Worksheet: LAP Proposal Format (Sections 1 & 2)

PREPARATION
Materials/Room:
  o Write learning outcomes on flip chart.

Trainer:
  o Review Participant Binder materials and training tip.
  o Make copies of worksheets.

Training Tips:
✓ Make at least three rounds between teams during this session to offer advice, especially in terms of team communication and how to materialize the project so that it is manageable and can be implemented. This may mean that they will have to eliminate an objective or activity.
✓ It is better to have a LAP with one objective that is implemented rather than a LAP with three objectives that are never implemented. An activity does not have to be complicated to make an impact.
✓ Refer to the LAP Training Process section of the Curriculum Overview chapter for more information and to answer participant questions.
INSTRUCTIONS

PART 1: INTRODUCTION TO LAPS (30 min)

1 Introduce this activity, saying:
   - The Leadership Action Plan, or LAP, is an integral part of the GOJoven training. It is an opportunity for each country team to practice leadership skills and the knowledge gained during the training sessions. It helps you practice what you have learned and what you believe needs to be done in your community.
   - During the next three hours we will be discussing and working on your LAPS.

2 Explain the LAP:
   - The LAP is an important part of your commitment to the GOJoven program and to improving the sexual and reproductive health of adolescents in your community.
   - The LAP represents an opportunity to learn from successes and mistakes. Keep in mind that the lessons learned from mistakes can be more useful than those learned from successes.
   - The LAP relates to a few specific GOJoven objectives, including: (a) available funding; and (b) opening a team bank account.

3 Clarify the LAP process:
   - Before the next training, each of you will conduct your institutional analysis, then meet as a team to brainstorm possible LAPS.
   - At this meeting, you will choose two team members to serve as treasurers who are responsible for the funds your team will receive to begin your LAP.
   - This is only a starting point for your LAP. The LAP will likely evolve as time goes on.
   - An important factor when implementing a LAP is to be realistic about the time and funds available for it. As leaders, we may have big and complex visions, but in this instance we need a grounded and concrete vision.

PART 2: LAP TEAMWORK (2.5 hours)

4 Distribute the worksheet and give instructions for teamwork:
   - You will now have 2 ½ hours to work in your country teams. Please use this time to complete the Team Member Roles worksheet and start brainstorming for your LAP using the LAP Proposal Format worksheet. The resource team will check in with each team for 20-30 minutes to answer questions and support you.
   - Do you have any questions?
# WORKSHEET

## LAP Team Member Roles

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Country</td>
<td></td>
</tr>
<tr>
<td>Treasurer(s)</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Communication Officer**

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tel.:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

Method of communication between team members, in order of preference:

1. __________________________
2. __________________________

Select two meeting dates for the country team, before starting the second training:

1. __________________________
2. __________________________
Section 1: Format for Leadership Action Plan Proposal
Use this format to create your official proposal for your country team’s Leadership Action Plan (LAP). Please include all annexes listed at the end of this document.

<table>
<thead>
<tr>
<th>Team Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Name</td>
<td></td>
</tr>
<tr>
<td>Project Dates</td>
<td></td>
</tr>
<tr>
<td>Date of Project Submission</td>
<td></td>
</tr>
</tbody>
</table>

1  Justification and needs assessment:

2  Description of the implementing team’s capacity:

3  LAP goal/general objective:

4  Specific objectives/activities/indicators [On the following page, fill out only as many objectives as you have.]
## Specific Objective #1

### Activity 1 for Objective 1

### Activity 2 for Objective 1

### Process Indicators
Include at least 2. These are related to the activities.

### Result Indicators
Include at least 2. These are related to the objectives.
### LAP Proposal Format

<table>
<thead>
<tr>
<th>Specific Objective #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 1 for Objective 2</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Activity 2 for Objective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include at least 2. These are related to the activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Result Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include at least 2. These are related to the objectives.</td>
</tr>
<tr>
<td><strong>Specific Objective #3</strong></td>
</tr>
<tr>
<td>--------------------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activity 1 for Objective 3</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Activity 2 for Objective 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Process Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Include at least 2. These are related to the activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Result Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Include at least 2. These are related to the objectives.</td>
</tr>
</tbody>
</table>
WORKSHEET
LAP Proposal Format

Section 2: Checklist of Annexes

Please include the following annexes with your LAP:

☐ Timeline
☐ Logical Framework (Please include the completed logical framework for your LAP)
☐ Total LAP budget (Please include a budget of $3,000 USD in Excel, attached to your LAP proposal)
☐ Funds used (expenditures) up to the date of the first two payments:

<table>
<thead>
<tr>
<th>Budget Line Item</th>
<th>Expenditure Detail</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example: coordination expenses, food, travel expenses, transportation, office supplies, materials, room rentals, communication expenses, salaries, etc.</td>
<td>For example: $100.00 in transportation for 10 people to attend a training; $100.00 in food for 10 people for 2 days; $25.00 in training materials, etc.</td>
<td>Indicate the total cost for each budget line item.</td>
</tr>
</tbody>
</table>

☐ Bank account details (Please fill out the bank account document and take it to your bank to have it stamped.)
☐ Short biographies (one paragraph) of each team member. (Include your educational background, your organization and current job title, your experience, and the expertise that you possess that will help you complete the LAP.)
Session 2b: Personal Development Coaching Sessions

Learning Outcomes | Participants will be able to:
- Give and receive feedback in individual coaching sessions with trainers.
- Recognize what some of their strengths and skills as a leader are.

TIME: 2.5 hours total (30 minutes per coaching session)

SUPPLIES
- Pens; Blank paper; Completed Career Planning Workbook©

TRAINING TOOLS
- Worksheet: Personal Development Plan (also available in the MMHA Career Planning Workbook©, p. 41)
- Worksheet: Personal Development Fund Application
- Worksheet: Personal Development Fund Report Template

PREPARATION
Materials/Room:
- Write learning outcomes on flip chart.
- Make copies of worksheet.

Trainer:
- Review Participant Binder materials and training tip.
- Check that each participant has signed up for a specific time slot.
- Discuss each participant with the resource team and prepare notes for the individual coaching sessions.

INSTRUCTIONS
1. Review the completed Career Planning Workbook© with the participant, focusing on their Personal Development Plan (PDP) that they will have filled out on page 41 of the workbook (or the matching worksheet). Inquire about how they completed it and if they had problems or discovered something new.

2. Ask for permission to see how far they got in completing their workbook and remind them that all the information discussed in this meeting is completely confidential.

3. In the actual session, start out by explaining why we do individual coaching: because we want to hear each participant’s impressions of the program to improve GJOven, and also to share our impressions of them to help their growth as leaders.

Training Tips:
- Refer back to Day 6, Session 2 on “Personal Development” to make sure you are familiar with the detailed instructions that the participants were given to complete their Career Planning Workbook© and Personal Development Plan worksheet.
- Remember that the session is a time to talk with each participant on a more personal level. It is important to have thought carefully about how to provide feedback to each participant. This may not be the most appropriate moment and, if that is the case, then switch the coaching session to another time.

4. Ask the participant:
   - How do you feel in the program?
   - How do you feel with your team?
   - Do you have any problems with your team, trainers, etc.?
   - What feedback do you have for the program in general or any member of the resource team?
5 Give individual participants the feedback that the trainers discussed.
   - Always start out with positive feedback: their potential as a leader, etc.
   - Then give them feedback and guidance on areas for improvement, including listening, teamwork, more or less active participation, etc., with some concrete suggestions on ways to make this happen.

6 If the participant has not identified any objectives for the next nine months, talk with them to see what aspect of their career plan they would like to focus on in the next nine months. Often times, they wish to focus on completing some coursework or acquiring knowledge in a specific area that will help them with their career.

7 Use the time in the meeting to write at least one objective in the Personal Development Plan worksheet, complete with detailed steps and a timeline, and the career goal that it falls under. It is important that it be realistic and that the participant be committed to carrying out the steps to achieve it.

8 Inform the participant that they can request Personal Development Funds to support their PDP objectives.
   - They can request up to $300 USD in funds by completing the Personal Development Fund Application worksheet.
   - They will complete the Personal Development Fund Report Template worksheet after spending the funds.

9 Close by explaining the following:
   - The Resource Team will keep the plan and make a copy of it.
   - For the next training, we will revisit these steps together to see what progress the participant has made in achieving their objective.
   - Sometimes, if a participant has made enough progress, they can have two or three objectives that they want to work on at the same time.
For the individual coaching session on personal and professional development, it is important to list the following information. Several versions of this form can be completed, one for each specific development objective.

Name: ________________________________  

Career goal: (Have XXX position by XXX date)___________________________

Target date of completion: _______________  

Development Objective # ____________________________________________

(Have XXX certification by XXX date)

Note: In the table below, the first row under the headers is filled in as an example.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Target Dates</th>
<th>Required Resources</th>
<th>Comments and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Obtain the criteria for certification</td>
<td>DATE</td>
<td>Access to Internet and school web page</td>
<td>Print the criteria and start a file</td>
</tr>
</tbody>
</table>

| | | | |
| | | | |
| | | | |
WORKSHEET

Personal Development Fund Application

This application should be accompanied by supporting documentation that confirms the cost of your desired personal development activity. (For example, price quote for a class, equipment/materials, or detailed budget of the costs for the proposed activity.) Without the price quote or budget, your application cannot be approved.

Name of GOJoven Fellow:

First Name ________________ Last Name ________________

Address:

________________________________________________________________________

City: ________________ State: ____________________________ Zip Code: ____________________________

Country Code: __________ Phone Number: ________________ Mobile Phone Number: ________________

Fax: ______________________ Work Email: ______________________ Personal Email: ______________________

Timeline for Personal development activity implementation:

<table>
<thead>
<tr>
<th>Amount Requested (in USD):</th>
</tr>
</thead>
</table>
WORKSHEET

Personal Development Fund Application

1. Why are you requesting the GOJoven Personal Development Funds at this time?

2. What are the objectives for your personal development activity? How will it impact you in a positive manner?

3. How does this personal development activity fit in with the larger Personal Development Plan?

4. When will your personal development activity begin? When will it end? (Give a brief timeline.)

5. What is the total budget for your personal development activity? (Please attach a detailed budget in Excel with a price quote confirming the actual cost of the personal development activity.) If your total amount exceeds $200USD, how do you plan to cover the difference?
WORKSHEET

Personal Development Fund Report

Please attach all original relevant receipts (originals or copies) that equal the amount requested for your fund.

Name of GOJoven Fellow:

First Name ___________________________________________ Last Name ___________________________________________

Address:

_____________________________________________________________________________________________________

City: ______________ State: __________________________ Zip Code: __________________________

Country Code: ________ Phone Number: __________________________ Mobile Phone Number: __________________________

Fax: __________________________ Work Email: __________________________ Personal Email: __________________________

Date(s) on which you implemented your personal development plan:

<table>
<thead>
<tr>
<th>Amount of Requested (in USD):</th>
<th>Amount you spent (in USD):</th>
<th>Additional funding sources (if there were any):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Did you complete the main objective(s) for your personal development fund? Please explain how or why not.

2. How did this fund contribute to your advancing your larger personal development plan?

3. What do you think your next step is in your personal development plan?

4. If you did not have access to this Personal Development Plan, how would you have completed this activity?

5. If you had the opportunity to apply for further personal and professional development funds, how would you want to use them?
Sessions 3 & 4: Sexual and Reproductive Anatomy and Contraception & Closing

Learning Outcomes | Participants will be able to:

- Identify the main parts of male and female reproductive systems.
- Understand how pregnancy occurs and the days of a woman’s menstrual cycle during which she is more likely to get pregnant.
- Describe why sexually transmitted infections (STIs) are a serious problem facing many young people.
- Distinguish between barrier and non-barrier contraceptive methods.

TIME: 3 hours

SUPPLIES
- Colored cards; Materials for model of the male/female reproductive systems (See Training Tips on this page); Contraceptives that participants bring to the training

TRAINING TOOLS
- PPT Presentation: Anatomy, Reproduction & Contraceptive Methods
- Contraceptive Methods Chart and other resources on fphandbook.org
- Handout: Questions for “Spin the Bottle” Game
- Handout: Contraceptive Situations List

PREPARATION
Materials/Room:
- Write learning outcomes on flip chart.
- Cut out questions for “Spin the Bottle” game, and situations from the Contraceptive Situations List handout.

Trainer:
- Send participants reminders to bring contraceptives from their countries to explain at the training.
- Check the projector, ensuring that the room is dark enough to make the slide presentation visible and the sound quality audible.

Training Tips:
- Be creative with the materials for the reproductive system models. Participants can use plants, flowers, etc. that they find (usually with a caveat to not harm the environment). If these are not available, trainer must provide enough materials, e.g., cotton balls, rubber bands, colored yarn/string, construction paper, scissors, glue, paper cups/plates. If indoors, consider straws, toilet paper rolls, ping-pong balls, markers, etc.
- Consider having participants lead an icebreaker, like Fruit Salad (see box on next page) or another silly game that will energize the group.
- To answer questions regarding the reproductive system, use this resource by Hesperian Health Guides.
- For the Contraception activities, remember that not everyone is sexually active, and not everyone is heterosexual.
- This session can take a lot of time. Watch the clock, or edit the activit
**Fruit Salad: An Icebreaker Activity (25 min)**

The aim is to find a seat each time players move around. Rules:

- Participants form a circle of chairs that is one chair fewer than a total number of players.
- They nominate a player to be “IN.” That player stands in the center of the circle.
- Divide all players into 3 groups by going around the circle and naming them an Apple, Orange, or Pear.
- The player who is IN calls the name of one of these fruits. Everyone who is that fruit must get up quickly and change places; players who are not that fruit remain seated. For example, if IN calls “Apples,” all Apples must change places, while all Oranges and Pears remain seated.
- IN can also call “fruit salad,” and everyone must change seats.
- Players cannot move to the seat directly beside the one they are in.
- The person who is IN tries to sit in an empty spot whenever players swap positions; the person left without a seat becomes the new IN.
- The game can finish whenever you like.

**INSTRUCTIONS**

**PART 1: REPRODUCTIVE SYSTEMS (35 min)**

1. Introduce the activity, explaining:
   - We are going to spend the next 15 minutes creating models of the male and female reproductive systems.
   - We have all seen charts of what the reproductive system looks like in our health and science classes, right? Now we will test our memory to see how well we remember it and how well we can recreate our own model in 3-D.
   - Please do not use resource materials during this activity. The point of this exercise is to see how much of the reproductive systems we remember and how well we can depict the system for others. Each one of you will remember different things, and together you will come up with your 3-D model.

2. Tell participants that they should split into two groups, and to go to the group with which they most identify:
   - If you identify as a man, go to Group 1. You will create a model of the female reproductive system.
   - If you identify as a woman, go to Group 2. You will make a model of the male reproductive system.
   - Your job is to collect the materials needed to create your assigned reproductive system, naming the different parts.

3. Give the groups 15 minutes to make their models. Each group will then show its model to the other group, and take questions and comments. Facilitate discussion and allow the groups to make changes.

4. Show slides 2-3 of PPT and clarify questions. Then explain:
   - Take a few minutes to make corrections to your diagram to make them more closely resemble “official” diagrams.

5. Showing slide 4, invite participants to explain how each reproductive system works and how pregnancy occurs. Participants’ knowledge base will vary greatly, so be prepared to clarify confusing or inaccurate information.
PART 2: KNOWLEDGE OF CONTRACEPTIVE METHODS (1 hour)

6 Present the remaining PPT slides to the group in order to provide a brief overview of the range of contraceptive methods, answering questions throughout.

7 Thank everyone for bringing sample contraceptive methods from their country. Tell them:
   - We’ll spend the next 25 minutes doing show-and-tell for each method you brought. We’ll talk about points such as:
     - What type of method it is (barrier, hormonal)
     - Who uses it (men/women), and how it works
     - When it is used (in advance/at the time of sex)
     - How effective it is and what can impact that
     - The benefits/barriers to using it
     - If it affects HIV transmission
     - Whether or how it is available in each country
     - Any questions or concerns about this method

8 Ask for volunteers to share the methods they brought (or know about), and answer questions. Be prepared that some of the questions asked may affect different people in unexpected ways and may need careful answers.

9 After discussing each method that participants brought, ask if there are other methods they would like to discuss, such as ones that are not available in their regions or ones that are considered traditional or religious.

10 Ask them how they might use knowledge about contraception in education/advocacy. Remind them:
   - If you are not well informed, you may encounter difficulty in explaining your positions regarding sex education or services to young people.
   - Sharing this information can be political —there is a lot of disagreement over sex education and the provision of services to adolescents.

11 Discuss factors that go into choosing what methods are right for a couple. For example:
   - Are they monogamous, or having casual sex?
   - Do they wish to prevent pregnancy?
   - Will they want to get pregnant in the next year?
   - Are they concerned about disease prevention?

12 Have participants sit in a circle close to one another, and guide them through a game of ‘Spin the Bottle,’ placing the pre-cut pieces of paper in the middle of the circle. Use the Answer Key on the next page to ensure responses are correct.
   - We will now practice our contraceptive knowledge.
   - We will take turns spinning the bottle in the middle of the circle. When the bottle stops, the person who it points to will take a question from the center.
   - The person who gets the question can try answering, or can ask others in the group to help answer.
   - The person who got the question then spins the bottle and so on, until all questions have been asked.
MODULE 1
DAY 7

Answer Key: Spin the Bottle

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>True or False: The contraceptive pill protects against HIV. Explain.</td>
<td>False—the pill is a hormonal method that does not block the exchange of bodily fluids that may contain the HIV virus.</td>
</tr>
<tr>
<td>Where is an IUD placed?</td>
<td>A medical practitioner inserts an IUD into the uterus.</td>
</tr>
<tr>
<td>On which days of the menstrual cycle is a woman most likely to get pregnant during sex?</td>
<td>Ovulation usually occurs on days 11–14 of a 28-day cycle. But each woman’s cycle is different. The most likely time of the cycle to get pregnant is between days 7-20.</td>
</tr>
<tr>
<td>How long can sperm live in a woman’s body after it is ejaculated?</td>
<td>Sperm can live inside a woman’s body for up to 5 days.</td>
</tr>
<tr>
<td>How long is an egg viable once it is released?</td>
<td>A woman’s egg is viable for no more than 12–24 hours after being released from the ovary.</td>
</tr>
<tr>
<td>What contraceptive method can be used to prevent pregnancy and HIV transmission?</td>
<td>The condom is the only contraceptive method that offers dual protection.</td>
</tr>
</tbody>
</table>

13 Discuss and clarify responses. Talk about any persisting misunderstanding and myths that came up.

14 Remind the group why these issues matter. Explain:
- Reproductive rights are human rights—including the right to control one’s fertility.
- If you wish to create change, you need to be well versed on the reproductive system and on related topics such as contraceptives and their changing technologies.

- Perhaps the most powerful barrier we have in discussing this topic is that we have been taught that it is not “proper.”
- As such, many of us are afraid to discuss our concerns.
- These exercises help us break these barriers and allow ourselves to address issues in ways that empower us to make healthy decisions regarding our sexuality and reproductive life.

PART 3: CONTRACEPTIVE DECISION-MAKING (50 min)

15 Explain that we will now talk about how people weigh their contraceptive options. Ask:
- What are some things that individuals and couples consider when making this decision? [Probe for: Is it available? Affordable? Effective? Comfortable for them and partners? Does it make sense given their relationship dynamics or the circumstances in which they will be sexually active?]

16 Explain that they will spend the next 25 minutes practicing these decisions in small groups. Have them form 4 groups. Explain that each group will have a different situation.
- Your goal will be to discuss what contraceptive method(s) might be the best choice, and why.
- After deciding the best method(s), each group will prepare a presentation of its scenario, decision, and reasoning to deliver to the group, not to exceed 5 minutes.

17 Give each group one of the pre-cut situations from the Contraception Situations List handout, and allow them 25 minutes to prepare their presentation.
MODULE 1
DAY 7

18 After each group presents, ask for feedback and questions, or offer additional options, asking:
  - What did you learn about contraceptive methods, and the methods adolescents can use?
  - Why it is important in your roles as leaders in ASRH that you know contraceptive methods?
  - What was the most relevant point of the session for you?

Training Tips:

- Participants may ask questions that you cannot answer. If so, refer them to resources, or follow up by looking up the information and sharing it with them. It is important to say “I don’t know” and then offer correct information later.
- Here is a good resource for information about contraception (fphandbook.org).

PART 4: SEXUALLY TRANSMITTED INFECTIONS (5 min)

19 Introduce the topics of sexually transmitted infections (STIs). Explain that we will discuss this in more detail in a future module. Then ask:
  - What is an STI?
  - Which STIs have you heard of? [Probe for: HIV, which can lead to AIDS; HPV, which can lead to cervical, penile, and throat cancers; Chlamydia; Gonorrhea; Syphilis; and Trichomoniasis.]
  - Do you think STIs are a major, moderate, or minor health issue for adolescents in your country?
  - What is the most effective way to prevent STIs for someone who is sexually active? [Probe for: Condoms; In the case of HPV, mention HPV vaccine.]

- We’ll go further into these questions at a later point in time. As you leave today, reflect on how gender equality might impact someone’s vulnerability to STIs.

Session 4: Conduct Closing

[For a reminder, see Day 1, Session 5]

Before closing, make a decision about the Day 8 morning schedule and let the group know. If you have not completed the Personal Development Coaching Sessions, you may need the full morning to do so. If you have completed them, you may want to start later, offer alternative activities, or use the time for something else.
Questions for “Spin the Bottle” Game

Cut out each of the following questions on a separate slip of paper.

The oral contraceptive pill protects against HIV. True or false? Explain.

Where is an IUD placed?

On which days of the menstrual cycle is a woman most likely to get pregnant during sex?

How long can sperm live in a woman’s body after it is ejaculated?

How long is an egg viable once it is released?

What contraceptive method can be used to prevent pregnancy and HIV transmission?
CONTRACEPTIVE SITUATIONS LIST

Cut out each of the following questions on a separate slip of paper.

A middle-class, married couple of 10 years who has access to health centers

A young, low-income couple that has been dating for 6 months

A married couple in which the man does not like using condoms

A single woman who likes having several boyfriends at the same time

A low-income couple that lives in a rural community

A couple that usually uses condoms but is concerned that the condom broke 2 days ago
Module 1
Day 8

Session 3: Country SRHR Map Presentations

Learning Outcomes | Participants will be able to:
• Name the strengths, resources, needs, and challenges related to SRHR in their communities.
• Give and receive feedback on the country SRHR map presentations.

INSTRUCTIONS
1 Introduce the activity, explaining:
   ▪ You’ve been working hard to prepare your SRHR maps. Now each team will have 15 minutes to present its map to us.
   ▪ Be sure to make the connection between the country SRHR map (diagnostic—what already exists) and how this information links up with your LAP (what you expect to change).
   ▪ Remember to take the recommendations you are given during the session with you.
   ▪ When your group reaches 10 minutes, I will hold up a card to let you know you have 5 minutes left to finish, and then a card when you have 1 minute left. [Show card.]
   ▪ Remember: The full group is your audience, and the goal is for presenters to help us understand the status of SRHR in your community so that we are moved to be your allies.

2 After each presentation, allow 5 minutes for questions and/or feedback to the presenting team. If there are comments after the 5 minutes, hand out blank feedback cards on which the audience can write their comments.

TIME: 1.5 hours

SUPPLIES
   ○ Computer; Projector and screen; Feedback cards; Colored cards with time reminders written on them (5 minutes, 1 minute)

TRAINING TOOLS
   ○ None

PREPARATION
Materials/Room:
   ○ Write learning outcomes on flip chart.

Trainer:
   ○ None

INSTRUCTIONS
1 Introduce the activity, explaining:
   ▪ You’ve been working hard to prepare your SRHR maps. Now each team will have 15 minutes to present its map to us.
   ▪ Be sure to make the connection between the country SRHR map (diagnostic—what already exists) and how this information links up with your LAP (what you expect to change).
   ▪ Remember to take the recommendations you are given during the session with you.
   ▪ When your group reaches 10 minutes, I will hold up a card to let you know you have 5 minutes left to finish, and then a card when you have 1 minute left. [Show card.]
   ▪ Remember: The full group is your audience, and the goal is for presenters to help us understand the status of SRHR in your community so that we are moved to be your allies.

2 After each presentation, allow 5 minutes for questions and/or feedback to the presenting team. If there are comments after the 5 minutes, hand out blank feedback cards on which the audience can write their comments.
Session 4: Module Evaluation

Learning Outcomes | Participants will be able to:
- Provide their personal comments and feedback on the GOJoven training.
- Reflect on and provide feedback on the quality of the GOJoven program, training sessions and trainers.

INSTRUCTIONS

1. Introduce the activity by saying:
   - We now ask for your written comments on this week of training. We will not associate responses with individuals. Someone who is not directly related to training will collect the answers. Your honesty and suggestions are important and will help us make this program better in the future.

2. Read the boxed text:

   GOJoven seeks to improve our work and activities. With this evaluation we ask you to evaluate the following:
   - To what extent did this training achieve its objectives and desired changes in knowledge, skills, behaviors, relationships and actions?
   - To what extent do you feel able to apply the concepts and skills to your work as ASRH leaders?
   - How was the quality of the training and facilitation?

   We want to hear your comments about this training on a personal and professional level so we can improve the program. We will use the responses to provide greater technical assistance to the organizations associated with the program. In addition, we will use the results to monitor our progress in the program.

   Remember that your responses are confidential and we are evaluating the GOJoven program and not you as a participant.
3 Distribute a hard copy of the written evaluation to each participant. [Or, an electronic copy if participants can complete it on a laptop.] Remind participants:
   ▪ You can come to me with any questions.
   ▪ Once you finish, you can continue working, or leave the room quietly so that others can continue their task.

4 Place evaluations in a designated envelope. Do not review them except to ensure that they are complete.
WORKSHEET
Written Evaluation (Module 1)

Dear GOJoven Fellow:

We are very pleased that you have participated in this Training of the Youth Leadership Program in Sexual and Reproductive Health (GOJoven). We hope that you learned new skills and that the workshop will be of benefit to your organization and to your work.

GOJoven would like to know your observations, experiences and perspectives on this training both personally and professionally so that we can improve the quality of our programming. With this questionnaire we are requesting the following information to assess:

1. To what degree this training achieved its desired objectives and changes in knowledge, skills, behaviors, relationships, activities, and actions;
2. The quality of the training and facilitation;
3. The applicability of the concepts and skills to your work and studies; and
4. The quality of the logistics support provided by the program.

We will use the responses to evaluate the workshop and improve our work as well as provide greater technical assistance to you as key participants of the Program. Please remember that individual responses are confidential and that we are evaluating the GOJoven Program and not you as a participant. Please do not write your name on this form.

We thank you for your effort, reflections, feedback, and cooperation. –GOJoven Resource Team

Topics Covered in this Training: Welcome Session; Team Strengths; Visionary Leadership; Agreements and Feedback Process; Young People’s Sexual and Reproductive Health; Young People’s Sexual and Reproductive Rights; Introduction to Individual Leadership and Personal Development; Gender and Sexuality; Sexual Diversity; Experiential Leadership Outing; Communication and Public Speaking; Individual Leadership: Skills Profile; Introduction to Country SRHR Maps and SWOT Analysis; Personal Development; Program Planning; Introduction to Institutional Strengths Analysis; Introduction to Leadership Action Plans; Personal Development Coaching Sessions; Sexual and Reproductive Anatomy & Contraception; SRHR Map Presentations

Please write your gender: _____________________________

Please write your country: _____________________________
WORKSHEET  
Written Evaluation (Module 1)

**Desired outcomes:** We ask for this information to determine the extent to which the training achieved its purpose and the anticipated changes in behavior, relationships, activities and actions. Please mark an “x” under the category that you think best applies to each statement. Only mark one “x” for each statement.

<table>
<thead>
<tr>
<th>As a result of this training, to what extent are you better able to:</th>
<th>Very Little (1)</th>
<th>Someewhat (2)</th>
<th>Satisfactorily (3)</th>
<th>Very much (4)</th>
<th>Completely (5)</th>
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<tr>
<td>Name the GOJoven program policies.</td>
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<td>Explain your commitment to the program and to your country team.</td>
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<td>Identify the diversity, capacity, and leadership of the team.</td>
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<td>Recognize your own leadership within the context of your own experience and learning.</td>
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<td>Create a personal and group vision of adolescent sexual and reproductive health in your country or community.</td>
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<td>Explain the importance of feedback.</td>
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<td>Create 3 effective strategies to improve ASRH in your region and/or communities.</td>
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<td>Explain 3 strategies to eliminate myths and taboos about ASRH.</td>
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<td>Identify 3 sexual and reproductive rights and a strategy to promote SRHR in your community.</td>
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<td>Name 3 ways in which SRR are violated and 3 structures intended to protect them.</td>
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<td>Describe the possible outcomes of the personal development process.</td>
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</table>
WORKSHEET
Written Evaluation (Module 1)

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<tr>
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<th>Very much (4)</th>
<th>Completely (5)</th>
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<tr>
<td>Explain the steps needed to complete the Skills for Career And Life Effectiveness (SCALE®) Profile.</td>
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<td>Define gender and sexuality.</td>
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<td>Describe how our opinions and beliefs about gender influence our experience of sexuality.</td>
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<td>Define the basic concepts of sexual diversity, including different sexual orientations and identities.</td>
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<td>Explain and question – including through artistic expression – your opinions about diverse sexualities and sexual rights.</td>
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<td>Engage in physical activities that let you overcome your individual limits, offer support to your peers, and practice team leadership.</td>
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<td>Understand and apply the 4 components of an effective presentation: 1) Crafting your content, 2) Strengthening your style, 3) Practical planning, and 4) Staging.</td>
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<td>Create a profile of leadership skills; identify your own leadership skill development needs.</td>
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<td>Prepare a personal development plan.</td>
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<td>Name the strengths, resources, needs, and challenges related ASRH in your country.</td>
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<td>Identify the strengths, weaknesses, opportunities, and threats (SWOT) of the state of SRHR in your community based on your research.</td>
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<td>Identify the internal strengths and weaknesses of your own Leadership Action Plan (LAP) group.</td>
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<td>Identify the external threats and opportunities that exist for your LAP group.</td>
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</table>
# WORKSHEET

Written Evaluation (Module 1)

<table>
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<tr>
<th>As a result of this training, to what extent are you better able to:</th>
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<th>Very much (4)</th>
<th>Completely (5)</th>
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<tbody>
<tr>
<td>Receive individual support and feedback on your personal development plan.</td>
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<td>Create a personal development plan using the Career Planning Workbook©.</td>
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<td>Process the necessary steps to complete your objectives and commit to completing them.</td>
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<td>Understand the basic elements of a planning cycle and a program plan.</td>
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<td>Apply the SMART model to the creation of an objective.</td>
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<td>Explain the steps needed to conduct an institutional strengths analysis in your organization.</td>
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<td>Understand how the LAPs fit into the GOJoven Program.</td>
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<td>Plan the next steps to begin your LAP as a team.</td>
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<td>Give and receive feedback in individual coaching sessions with trainers.</td>
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<td>Recognize what some of your strengths and skills as a leader are.</td>
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<td>Identify the main parts of male and female reproductive systems.</td>
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<td>Understand how pregnancy occurs and the days of a woman’s menstrual cycle during which she is more likely to get pregnant.</td>
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<td>Describe why sexually transmitted infections (STIs) are a serious problem facing many young people.</td>
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<td>Distinguish between barrier and non-barrier contraceptive methods.</td>
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<td>Name the strengths, resources, needs, and challenges related to SRHR in your communities.</td>
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<tr>
<td>Give and receive feedback on the country SRHR map presentations.</td>
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<td>Express your mutual appreciation and reflect on what they have learned.</td>
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**WORKSHEET**

Written Evaluation (Module 1)

**Applicability:** We would like to know your opinion on the applicability of the concepts and skills for your work and for your personal life. Please mark an “x” under the category that you think best applies to each statement. Only mark one “x” for each statement.

<table>
<thead>
<tr>
<th>How would you evaluate the following?</th>
<th>Low quality (1)</th>
<th>Not Satisfactory (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
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<tr>
<td>Would you be able to apply the concepts and skills covered in this training in your current job?</td>
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<td>Would you be able to use the tools and knowledge included in this training in your personal life and your family relationships?</td>
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From this training, which topics and tools did you find most useful? Which will you use most in your work? Please provide a concrete example.

Please suggest at least 2 topics for future activities (as a part of this training or as a follow-up activity in your country).
Presentations and Training Sessions: We would appreciate knowing your opinions on the quality of the training and logistics. Please mark an “x” under the category that you think best applies to each statement. Only mark one “x” for each statement.

<table>
<thead>
<tr>
<th>How would you evaluate the following?</th>
<th>Low quality (1)</th>
<th>Not Satisfactory (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
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<tr>
<td>The ability of the trainers to present concepts in a comprehensible manner.</td>
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<td>If the methodology and teaching used in the workshop were dynamic and participatory in nature.</td>
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<td>The usefulness of the workshop materials to you.</td>
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<td>If there was sufficient time allocated for group discussions.</td>
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<td>If the overall objectives, desires outcomes and expectations of the training were communicated clearly.</td>
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<td>If an appropriate learning atmosphere was created at the training venue and location.</td>
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<td>If the information provided before each activity was clear (for example, dates, times, locations).</td>
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Please add any other suggestions for improving the presentations and training sessions for future GOJoven activities.
Trainees: We would appreciate your feedback on the teaching quality of the trainers. Please mark an “x” under the category that you think best applies to the workshop facilitator. Only mark one “x”.

<table>
<thead>
<tr>
<th>Facilitator / Trainer: (First and Last Name)</th>
<th>Low quality (1)</th>
<th>Not satisfactory (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
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Please add other comments or observations (positive or negative) about the GOJoven trainers or a specific trainer that you would like us to know.

Please share any other comments or observations about what you did or did not like about the Program. We thank you for your effort!
Session 5: Next Steps

Learning Outcomes | Participants will be able to:
- List the activities they must do before the second training.

INSTRUCTIONS

1. Provide an overview of the various components of the GOJoven program, answering questions throughout.

2. Review and discuss next steps mentioned throughout the week. In particular, highlight what projects participants need to do prior to the next training and indicate due dates, including the following (if applicable):
   - Conducting their institutional analyses
   - Meeting as a team at least two times
   - Applying to use personal development funds
   - Any ASRHR follow-up reading or assignments

3. Distribute and review the Next Steps worksheet as a group. Highlight specific application forms and where to find them. For each item clarify the program staff responsible and the communication method (email/phone/Skype).

TIME: 30 minutes

SUPPLIES
- Flip chart paper; Markers

TRAINING TOOLS
- Worksheet: Next Steps

PREPARATION

Materials/Room:
- Write important dates and assignments on a flip chart, including overall timeline of training program and next training.
- Write the contact information and roles of Resource Team members on a flip chart.

Trainer:
- This is the section of the training in which we cover the simultaneous components of the GOJoven program, including:
  - Personal development process and funds
  - Mentoring process
  - Academic scholarships
  - Leadership Action Plans
- Adapt the worksheet and make copies for participants.
- Review participant binder materials, as needed.
WORKSHEET

Next Steps

Use this checklist to guide your follow-up of steps to complete before the next training.

As Individuals:

☐ Complete institutional analysis interview with your organization’s Directors.

☐ Make progress in your Personal Development Plan (Identify a skill you want to strengthen and find an advisor/mentor).

☐ Identify how you want to use your personal development funds according to your Personal Development Plan. You can request up to a maximum of $300 USD.

☐ Read “The Seven Habits” by Stephen Covey.

☐ Review resource books such as “Our Bodies Ourselves” and “Family Planning Handbook”.

☐ Review the electronic version of IPPF’s “Guide for Designing Results-Oriented Projects and Writing Successful Proposals”, and familiarize yourself with the different components of a proposal.

☐ Stay in touch with your GOJoven program contacts and keep your contact information updated.

☐ Check and response to emails at least once a week.

☐ Review PPT presentations and support materials from Training Module 1.

☐ Begin to organize your logistics for the next training module.

☐ Obtain permission to attend the second training on [DATES] at [PLACE].

In Your Country Teams:

☐ Meet at least twice as a team to complete your Country SRHR Map (a needs assessment of youth and adolescents in your community) to provide input to your Leadership Action Plan. The objective of the meetings should be to identify the problem, the target population, and the strategies your group will use to influence the problem. Bring at least four objectives to the second training, as well as your full assessment, which should be at least 2 pages.

☐ Open a joint bank account (in the name of the two treasurers) and obtain your bank wire details to receive wire transfers of LAP funds. Bring this information to the next training.

☐ Maintain a report and balance sheet detailing the expenses against your first LAP payment (receipts, invoices, and other proof of expenditures made out to GOJoven), and prepare an expense report to request more funds in the second training.

☐ Coordinate with your GOJoven Program contact about their participation in your LAP planning process.
Session 6: Module Closing

Learning Outcomes | Participants will be able to:
• Express their mutual appreciation and reflect on what they have learned.

**INSTRUCTIONS**

1. Begin to wrap up the week, saying:
   - We have come to the end of the first portion of training. Now, let’s come together to reminisce and share what this has personally meant to us.
   - We set this time aside so that we can share our thoughts and feelings that may have gone unsaid.
   - Let’s come together in a large circle and take a few minutes to reflect on what we have shared during our time here, and what we did not share and would like to share now. Think also about what you have learned and what you have taught.
   - As a trainer who has been with you during this time, what I would like to share first is: ____________________.
   - Now take a few minutes to reflect on specific things you appreciate or learned from another team member.

2. Tell them to take a sheet of 8x10 paper and write their name in large letters on the top.

3. Have participants sit in the circle and pass their piece of paper to the person on their right. Explain:
   - Please take one of the sheets being passed around, and write one thing you appreciate and/or learned from the person whose name is on the page.
   - You’ll have about a minute before passing the paper to the right so the next person can repeat the process.
After everyone has written on everyone else’s report card, and has received their report card back, have them read the comments in silence.

Ask the group to stand in a circle in silence and silently look around. They may smile or nod.

In a gentle voice, ask:
- Does anyone, including resource team members, want to say something to someone else -- maybe an expression of appreciation, or an action that made an impression?

Allow time for participants to prepare what they will say.

When the individual comments are over, ask if there is anything that anyone would like to say to the whole group.

Thank everyone for sharing. Remind them:
- It’s difficult to make ourselves vulnerable. This is part of being a leader, and in GOJoven we lead by example.
- Our adventure together has only just begun, as we look forward to being together soon at the next training!

---

**Alternative Activities:**

#1 *(The main purpose of this activity is to promote group cohesion and inclusivity).* Ask the participants to think about what they expected when they first knew that they were coming to this training. Ask them to focus on things that contained the most surprising differences between their expectations and their actual experiences at the training. Have them share one of these with the group. When the sharing stops, ask the group what they found most impactful about what they heard.

#2: Have the group form a circle, remaining silent. Tell them to look around the circle at their fellow trainees making eye contact, and silently reflecting on what each person has meant to them during the training. Allow time for individuals to make eye contact with as many people as they want. Inform the group that they are to maintain silence but that they may step out of the circle to go to someone else in the group if they wish to share something with them. Allow time for participants to return to their spot in the circle in case someone wants to approach them. When the sharing stops (or is stopped), return to a silent circle. Ask the group if there is anything they wish to share about this experience.
Dear [participant name]:

On behalf of the Youth Leadership in Sexual and Reproductive Health Program (GOJoven International) team, we congratulate you for completing the first regional training in the GOJoven Fellowship. You participated in this training with [#] other GOJoven Fellows from Belize, Guatemala, Honduras and Mexico, increasing your skills in diverse topics relating to leadership and sexual and reproductive health and rights (SRHR).

This workshop was held in [City, Country], from the [date] to the [date] of [month, year], and included a total of [#] completed hours of training on the following topics:

- Pre-test and Leadership Reflection
- Team Strengths
- Visionary Leadership
- Agreements and Feedback Process
- Young People’s Sexual & Reproductive Health
- Young People’s Sexual & Reproductive Rights
- Introduction to Individual Leadership & Personal Development
- Gender and Sexuality
- Sexual Diversity
- Experiential Leadership Outing
- Communication and Public Speaking
- Individual Leadership: Skills Profile
- Introduction to Country SRHR Maps & SWOT Analysis
- Personal Development
- Program Planning
- Intro to Institutional Strengths Analysis
- Intro to Leadership Action Plans
- Individual Personal Development Coaching
- Sexual & Reproductive Anatomy & Contraception
- Country SRHR Map Presentations

We have observed the development of your leadership and capacity during your participation in the GOJoven Program and we hope that your growth will increase your contributions to your own organization. We thank you for your valuable contributions to our program and your efforts for improving the sexual and reproductive health of youth and adolescents in your country and region.

Congratulations on completing the first training in the GOJoven Fellowship!

Sincerely,

[Signature] [Name]
Program Director

[Signature] [Name]
Training Coordinator